

**Regular Meeting of the Shelton Public Schools Board of Education**  
**Wednesday, September 10, 2025**  
**Video Conference - Link on District Website**  
**7:30 PM Central**

1. Call to order and roll call
2. Pledge of Allegiance
3. Routine matters
  - 3.a. Review and approve minutes
  - 3.b. Review and approve claims
4. Request to address the Board of Education
5. Reports
  - 5.a. Financial Report
  - 5.b. Board Report
    - NCSA & NASB Labor Relations Conference October 1-2, 2025 @ Embassy Suites in Lincoln, NE
    - NASB State Education Conference November 19-21, 2025 @ CHI Health Center Omaha, NE
  - 5.c. Superintendent's Report
  - 5.d. Elementary Principal Report
  - 5.e. High School Principal Report
6. Action Items
  - 6.a. Discuss, consider, and take all necessary action to adopt a resolution increasing the school district's base growth percentage used to determine the school district's property tax request authority by up to 7%.
  - 6.b. Discuss, consider, and take all necessary actions to review and update policies 3036 Purchasing (Credit) Card Program.
  - 6.c. Discuss, review, and take all necessary actions to approve Board Policy 6025 Student Cell Phone and Other Electronic Devices.
  - 6.d. Discuss, review, and take all necessary actions to approve Board Policy 6044 Participation and Assignment of Athletic Teams.

6.e. Discuss, review, and take all necessary actions to approve the district Principal Evaluation Tool

6.f. *Discuss, review, and take all necessary actions to approve a contract for termite control.*

7. Discuss the Facilities Advocates report on Energy Financing Contract for Facilities Improvement Solutions.

8. Adjournment

## **Pledge of Allegiance**

I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all.

**Regular Meeting of the Shelton Public Schools Board of Education**  
**Monday, August 11, 2025**  
the Elementary Conference Room  
7:30 PM

President Johnson called the Regular Meeting of the Shelton Public Schools Board of Education to order at 7:33 PM on Monday, August 11, 2025 in the Elementary Conference Room. The meeting was advertised in accordance to Policy 2008. An open meetings poster, agendas and procedures to address the Board of Education were available to visitors.

1. Call to order and roll call

Kay Johnson: Present, Emmy Power: Present, Levi Rogers: Present, Lisa Stewart: Present, Dana Tompkin: Present, Chuck Wiese: Present. Present: 6.

Mr. Engel, Mr. Kenton, and Mrs. Hostetler were present. There was 1 visitor present.

2. Routine matters

2.a. Review and approve minutes

Motion made by Levi Rogers seconded by Dana Tompkin to approve minutes from the July 14th Special Hearing for Policy 5017 & 5018, Special Hearing for Policy 5045, and regular school board meeting. Vote: Passed

Kay Johnson: Yea, Emmy Power: Yea, Levi Rogers: Yea, Lisa Stewart: Yea, Dana Tompkin: Yea, Chuck Wiese: Yea  
Yea: 6, Nay: 0

2.b. Review and approve claims

Motion made by Emmy Power seconded by Kay Johnson to approve claims 57478-57534 in the amount of \$158,874.37 plus regular payroll. Vote: Passed

Kay Johnson: Yea, Emmy Power: Yea, Levi Rogers: Yea, Lisa Stewart: Yea, Dana Tompkin: Yea, Chuck Wiese: Yea  
Yea: 6, Nay: 0

3. Request to address the Board of Education

A board member from the Shelton Hall of Fame spoke to the board about a potential purchase of a Kiosk by the Hall of Fame and some other partners. This is still in the planning stages; they will provide more information at a future meeting.

4. Reports

4.a. Financial Report

Mr. Engel gave a financial update.

#### 4.b. Board Report

State school board is Nov 19-21 in Omaha. NASB conference is Aug 21st in Kearney.

#### 4.c. Superintendent's Report

Mr. Engel has been working on the budget with Carl Dietz. Carl will come to Shelton next month to provide a budget workshop for the board prior to next month's meeting. The HVAC unit in the office will be replaced by Rasmussen's this week. SPS will receive \$413,403 in State Aid this coming school year, which is \$50,729 less than we received last year. This past month Mr. Engel has attended New Superintendent Orientation from both NASB and NDE, NCSA Administrator Days, Zoom meeting with ESU 10, and TVC Conference Meeting.

#### 4.d. Elementary Principal Report

PK-6 Enrollment is 167 students. Administrator Days involved AQUESTT 101, Chronic Absenteeism, Communication Tips and Tricks, NSCAS Update, Science of Reading, and Student Conduct and Dress Codes. Staff Days consisted of Teacher Evaluation Tool, Handbooks, Staff Absence and Leave, Continuous Improvement Writing Goal, SPED Meeting, and District MTSS Leadership Team Meeting

#### 4.e. High School Principal Report

Enrollment for JH is 43 and HS is 80. Mrs. Hostetler assisted with 7th grade orientation, which had 81% attendance, while 9th grade had 42% attendance. She attended Administrator Days with break-out sessions around Literacy, Absenteeism, Blending Universal Design for Learning & Leadership, and Improving Educational Outcomes for Students Under Juvenile Court Supervision. She also attended NCSA sessions discussing AI-Powered Efficiency, Student Conduct and Dress Codes, and Communication Tips & Tricks for Principals & Superintendents, as well as the TVC meeting in Hastings.

#### 5. New Business

5.a. Discuss, review, and take all necessary actions to amend Policy 5045 Student Fees with the adjusted lunch prices.

Motion made by Lisa Stewart seconded by Chuck Wiese to approve amended policy 5045 Student fees with the adjusted lunch prices. Vote: Passed

Kay Johnson: Yea, Emmy Power: Yea, Levi Rogers: Yea, Lisa Stewart: Yea, Dana Tompkin: Yea, Chuck Wiese: Yea  
Yea: 6, Nay: 0

5.b. Discuss, review, and take all necessary actions to approve Policies 3026, 5031, 6031, 6034

Motion made by Kay Johnson seconded by Lisa Stewart to approve policies 3026, 5031, 6031, and 6034 as presented. Vote: Passed

Kay Johnson: Yea, Emmy Power: Yea, Levi Rogers: Yea, Lisa Stewart: Yea, Dana Tompkin:

Yea, Chuck Wiese: Yea  
Yea: 6, Nay: 0

5.c. Discuss, review, and take all necessary actions to approve the 2025-2026 Student Handbook, Staff Handbook, & Activity Handbook.

Motion made by Lisa Stewart seconded by Chuck Wiese to approve the 25-26 Staff Handbook and 25-26 Activity Handbook as presented, and the 25-26 Student Handbook as amended. Vote:  
Passed

Kay Johnson: Yea, Emmy Power: Yea, Levi Rogers: Yea, Lisa Stewart: Yea, Dana Tompkin:  
Yea, Chuck Wiese: Yea  
Yea: 6, Nay: 0

## 6. Discussion Items

6.a. Discussion Item: : Discuss a date for a special meeting for the purpose of an end-of-year 24-25 budget review.

Scheduled this meeting for Monday, Aug 25th at 7:00 AM

6.b. Discussion Item: Discuss a date for a special meeting for the purpose of Superintendent's goal setting with NRCSA.

The board came up with a few possible dates for this meeting. Will work with NRCSA representatives to set a final date.

6.c. Discussion Item: Discuss a date for a budget workshop with Carl Dietz.

Budget workshop is September 10th at 6:30 PM with the regular board meeting to follow at 7:30PM.

## 7. Adjournment

Motion made by Levi Rogers seconded by Chuck Wiese to move to adjourn at 9:16 PM. Vote:  
Passed

Kay Johnson: Yea, Emmy Power: Yea, Levi Rogers: Yea, Lisa Stewart: Yea, Dana Tompkin:  
Yea, Chuck Wiese: Yea  
Yea: 6, Nay: 0

Respectfully Submitted,  
Emmy Power Secretary

**Special Meeting of the Shelton Public Schools Board of Education**  
**Monday, August 25, 2025**  
the Elementary Conference Room  
7:00 AM

President Johnson called the Special Meeting of the Shelton Public Schools Board of Education to order at 7:02 AM on Monday, August 25, 2025 in the Elementary Conference Room. The meeting was advertised in accordance to Policy 2008. An open meetings poster, agendas and procedures to address the Board of Education were available to visitors.

1. Call to order and roll call

Kay Johnson: Present, Emmy Power: Present, Levi Rogers: Present, Lisa Stewart: Present, Dana Tompkin: Present, Chuck Wiese: Present. Present: 6.

Mr. Engel was present. There were no visitors present.

2. Pledge of Allegiance

3. Request to address the Board of Education

There were no requests to address the board.

4. New Business

4.a. Discuss, review, and take all necessary actions to approve and correct payroll.

Motion made by Emmy Power seconded by Lisa Stewart to approve claims 57478-57534 in the amount of \$158,874.37 plus regular payroll as amended. Vote: Passed

Kay Johnson: Yea, Emmy Power: Yea, Levi Rogers: Yea, Lisa Stewart: Yea, Dana Tompkin: Yea, Chuck Wiese: Yea  
Yea: 6, Nay: 0

4.b. Discuss, consider, and take all necessary action to transfer funds from the General Fund to the Activity Fund in the amount of \$75,124.

Motion made by Kay Johnson seconded by Chuck Wiese to approve transferring \$75,124 from the General Fund to the Activity Fund to zero out that account. Vote: Passed

Kay Johnson: Yea, Emmy Power: Yea, Levi Rogers: Yea, Lisa Stewart: Yea, Dana Tompkin: Yea, Chuck Wiese: Yea  
Yea: 6, Nay: 0

5. Adjournment

Motion made by Lisa Stewart seconded by Dana Tompkin to adjourn at 7:16AM. Vote: Passed  
Kay Johnson: Yea, Emmy Power: Yea, Levi Rogers: Yea, Lisa Stewart: Yea, Dana Tompkin:

Yea, Chuck Wiese: Yea  
Yea: 6, Nay: 0

Respectfully Submitted,  
Emmy Power Secretary

September 1,2025

| Card-6044 | Vendor              | Cost        | Program              | Amount      |
|-----------|---------------------|-------------|----------------------|-------------|
|           | Smore               | \$ 179.00   | Admin Supplies       | \$ 179.00   |
|           | Hy-vee              | \$ 778.10   | Board Other          | \$ 872.26   |
|           | Boys Town           | \$ 10.50    | Title IV             | \$ 1,972.33 |
|           | BuyImmi             | \$ 1,294.65 | Elem Misc            | \$ 1,294.65 |
|           | TicketSupplies      | \$ 249.58   | HS SPED              | \$ 453.00   |
|           | Jump Reading        | \$ 453.00   | Teaching Supply-Sec  | \$ 124.79   |
| Card-1074 | Garbanzo            | \$ 299.00   | Teaching Supply-Elem | \$ 124.79   |
|           | NUALANG             | \$ 299.00   | PK Supplies          | \$ 36.94    |
|           | Wayside Publishing  | \$ 262.17   | Athletics            | \$ 147.70   |
|           | TeachersPayTeachers | \$ 242.67   | Sec Principal        | \$ 149.00   |
|           | InsectLore          | \$ 36.94    | Elem Principal       | \$ 179.00   |
|           | Nike.com            | \$ 147.70   | Athletics            | \$ 740.68   |
| Card-1124 | PROJWIS             | \$ 359.99   | Elem SPED            | \$ 49.99    |
|           | SMORE               | \$ 149.00   | Fuel                 | \$ 46.52    |
| Card-4738 | SMORE               | \$ 179.00   | VBFR                 | \$ 229.50   |
|           | Mystery Science     | \$ 499.00   | Secondary Periodical | \$ 29.99    |
|           | Hy-Vee              | \$ 94.16    | FBFR                 | \$ 144.00   |
| Card-3923 | Hopcat              | \$ 170.59   |                      |             |
|           | Everyday Speech     | \$ 49.99    |                      |             |
|           | Copper Penny        | \$ 46.52    |                      |             |
|           | Courtyard Marriot   | \$ 570.09   |                      |             |
|           | Lincoln Zoo         | \$ 229.50   |                      |             |
|           | Midway Sports       | \$ 144.00   |                      |             |
|           | Omaha World Herald  | \$ 29.99    |                      |             |
|           | <b>Total</b>        | \$ 6,774.14 | <b>Total</b>         | \$ 6,774.14 |
|           | <b>General Fund</b> |             | <b>Activity Fund</b> |             |
|           | \$ 5,512.26         |             | \$ 1,261.88          |             |
|           |                     | \$ 6,774.14 |                      |             |

# Shelton Public School

## Check Listing Report

Accounting Cycle: FY25-26; Begin Date: 09/01/2025; End Date: 09/30/2025; Bank: [All]; Sort By Element: FUND; Account Expression: ([FUND] = "01") ; Created On: 9/9/2025 2:44:30 PM

| Check Date | Check Number | Payee                                    | Description  | Type             | Amount      |
|------------|--------------|--|--|------------------|-------------|
| 09/10/2025 | 57551        | A.C. Technologies, LLC                   | Telephone-Updates/Directory  | Accounts Payable | \$187.50    |
| 09/10/2025 | 57552        | Acellus Educational Services LLC         | Sec Teaching Supply - Acellus Gold - Student License   | Accounts Payable | \$1,027.00  |
| 09/10/2025 | 57553        | Amazon Capital Services, Inc.            | Elem/Sec Teach, Library,PK, Music, Principal Furniture, Extra Misc   | Accounts Payable | \$1,524.92  |
| 09/10/2025 | 57554        | Amplify Education, Inc.                  | Elem Teaching Supplies   | Accounts Payable | \$10,219.95 |
| 09/10/2025 | 57555        | Area Services, Inc.                      | Maint of Building-Camera-Bathroom Line   | Accounts Payable | \$437.50    |
| 09/10/2025 | 57556        | BB's Parts & Service                     | Van-Mount & Balance Tires - Brake Pads & Rotors  | Accounts Payable | \$812.13    |
| 09/10/2025 | 57556        | BB's Parts & Service                     | Balance Tires - Bus 16M  | Accounts Payable | \$27.79     |
| 09/10/2025 | 57556        | BB's Parts & Service                     | Custodial Supplies   | Accounts Payable | \$27.56     |
| 09/10/2025 | 57556        | BB's Parts & Service                     | Custodial Supplies   | Accounts Payable | \$3.26      |
| 09/10/2025 | 57556        | BB's Parts & Service                     | Custodial Supplies   | Accounts Payable | \$5.74      |
| 09/10/2025 | 57556        | BB's Parts & Service                     | Custodial Supplies   | Accounts Payable | \$18.97     |
| 09/10/2025 | 57556        | BB's Parts & Service                     | 2016 Ford Transit - Rotate Tires/Brake Pads/Brake Rotor  | Accounts Payable | \$632.60    |
| 09/10/2025 | 57556        | BB's Parts & Service                     | Bus #3-Exhaust Fluid   | Accounts Payable | \$26.66     |
| 09/10/2025 | 57556        | BB's Parts & Service                     | Custodial Supplies   | Accounts Payable | \$25.94     |
| 09/10/2025 | 57557        | Black Hills Energy                       | Utility - Gas  | Accounts Payable | \$370.78    |
| 09/10/2025 | 57558        | Builders How-to Warehouse                | Custodial Supplies   | Accounts Payable | \$58.55     |
| 09/10/2025 | 57558        | Builders How-to Warehouse                | Custodial Supplies   | Accounts Payable | \$44.45     |
| 09/10/2025 | 57559        | Business Card                            | Admin Supplies,Board Other,Title IV,Elem Misc, HS SPED, Teaching Supplies,PK Supplies, Sec Principal/Elem Principal,Elem SPED, Fuel, Secondary Per | Accounts Payable | \$5,512.26  |
| 09/10/2025 | 57560        | Capital One                              | Elem/Sec Misc  | Accounts Payable | \$143.21    |
| 09/10/2025 | 57561        | Cash-wa Distributing Co.                 | Custodial Supplies   | Accounts Payable | \$231.55    |
| 09/10/2025 | 57561        | Cash-wa Distributing Co.                 | Custodial Supplies   | Accounts Payable | \$455.05    |
| 09/10/2025 | 57562        | Central Community College - Grand Island | Extra Curric Misc-Heart Saver Class  | Accounts Payable | \$514.00    |
| 09/10/2025 | 57563        | CharacterStrong                          | Title IV-Guidance Curriculum   | Accounts Payable | \$5,597.00  |
| 09/10/2025 | 57564        | Clipper Publishing Co., Inc.             | Adv. - Paraprofessional/Renewal/Sports Cards   | Accounts Payable | \$209.25    |
| 09/10/2025 | 57564        | Clipper Publishing Co., Inc.             | Minutes/Notice of Meetings   | Accounts Payable | \$134.30    |
| 09/10/2025 | 57565        | Communications Engineering, Inc.         | Custodial Repair/Maint-Door hardware latch wasn't allowing door to open  | Accounts Payable | \$245.56    |
| 09/10/2025 | 57566        | Convergent Ag Media, LLC                 | Ag Supplies - Judging Software   | Accounts Payable | \$125.00    |
| 09/10/2025 | 57567        | Copper Penny Station, LLC                | Fuel   | Accounts Payable | \$1,138.63  |
| 09/10/2025 | 57568        | Cornelius, Jacqueline S                  | Reimb-Hand Sanitizer   | Accounts Payable | \$17.79     |
| 09/10/2025 | 57569        | Crane River Theater                      | Sec Teaching Supplies - The Outsiders Juniors-Juniors  | Accounts Payable | \$585.00    |
| 09/10/2025 | 57570        | Culligan                                 | RO System Rent/W pump  | Accounts Payable | \$49.00     |
| 09/10/2025 | 57571        | DPIL-Rotary                              | HAL - Quiz Bowl Entry Fee  | Accounts Payable | \$50.00     |
| 09/10/2025 | 57572        | Eakes Office Solutions                   | Elem/Sec Teaching Supplies   | Accounts Payable | \$290.35    |
| 09/10/2025 | 57572        | Eakes Office Solutions                   | Elem/Sec Teaching Supplies   | Accounts Payable | \$495.90    |
| 09/10/2025 | 57572        | Eakes Office Solutions                   | Elem/Sec Teaching Supplies   | Accounts Payable | \$48.21     |
| 09/10/2025 | 57572        | Eakes Office Solutions                   | Elem/Sec Teaching Supplies   | Accounts Payable | \$173.97    |

|            |       |   |   |                  |            |
|------------|-------|---|---|------------------|------------|
| 09/10/2025 | 57572 | Eakes Office Solutions                  | Teaching Elem/Sec                                       | Accounts Payable | \$149.00   |
| 09/10/2025 | 57572 | Eakes Office Solutions                  | Elem/Sec Teaching                                       | Accounts Payable | \$394.95   |
| 09/10/2025 | 57572 | Eakes Office Solutions                  | Credit-Returned Laminating Film                         | Accounts Payable | (\$394.24) |
| 09/10/2025 | 57572 | Eakes Office Solutions                  | Copier Lease-Ink  | Accounts Payable | \$1,904.28 |
| 09/10/2025 | 57573 | Educational Service Unit #10            | Tech Support -CAVSC/Tech Support SIS Support& Services  | Accounts Payable | \$9,250.95 |
| 09/10/2025 | 57573 | Educational Service Unit #10            | Workshops - HAL-Membership Dues - Title I Support       | Accounts Payable | \$1,886.00 |
| 09/10/2025 | 57573 | Educational Service Unit #10            | Speech Ages 3-4   | Accounts Payable | \$399.15   |
| 09/10/2025 | 57573 | Educational Service Unit #10            | Speech B-2  | Accounts Payable | \$175.19   |
| 09/10/2025 | 57574 | GFWC NFWC                               | HAL-Quiz Bowl   | Accounts Payable | \$50.00    |
| 09/10/2025 | 57575 | Gopher                                  | Elem Music  | Accounts Payable | \$119.30   |
| 09/10/2025 | 57576 | Heartland Disposal, Inc.                | Trash Removal   | Accounts Payable | \$506.50   |
| 09/10/2025 | 57577 | Hometown Leasing                        | Copier Lease  | Accounts Payable | \$653.27   |
| 09/10/2025 | 57578 | Integrated Security Solutions           | Custodial Maint - Fire Extinguisher                     | Accounts Payable | \$844.00   |
| 09/10/2025 | 57579 | Kearney Winlectric Co.                  | Custodial Supplies                                      | Accounts Payable | \$260.00   |
| 09/10/2025 | 57580 | Kenton, Jeffrey T                       | Mileage Reimb-Heroes Conference                         | Accounts Payable | \$32.20    |
| 09/10/2025 | 57581 | KSB School Law PC LLO                   | Legal-Emails/Meeting Documents                          | Accounts Payable | \$357.00   |
| 09/10/2025 | 57582 | Larry's Market                          | Supplies - Board Other, Art                             | Accounts Payable | \$603.19   |
| 09/10/2025 | 57583 | Level Data                              | Tech Supplies-RealTime Validation                       | Accounts Payable | \$278.00   |
| 09/10/2025 | 57584 | Lockmobile, The                         | Misc Supplies/Elem/Sec                                  | Accounts Payable | \$39.00    |
| 09/10/2025 | 57585 | M&K Electric                            | Operation of Building-Wiring in Lunch Room - Hand Dryer | Accounts Payable | \$563.00   |
| 09/10/2025 | 57586 | Matheson Tri-Gas, Inc.                  | Ag Supplies   | Accounts Payable | \$83.75    |
| 09/10/2025 | 57587 | McGraw-Hill, LLC                        | REAP-Actively Learn                                     | Accounts Payable | \$2,765.00 |
| 09/10/2025 | 57588 | MCI                                     | Telephone   | Accounts Payable | \$66.72    |
| 09/10/2025 | 57589 | Menards                                 | Elem Misc-Fans  | Accounts Payable | \$101.04   |
| 09/10/2025 | 57590 | Midwest Alarm Services                  | Fire Alarm Inspection-Semi Annual                       | Accounts Payable | \$614.00   |
| 09/10/2025 | 57591 | Midwest Restaurant Supply, Inc.         | Custodial Supplies                                      | Accounts Payable | \$109.99   |
| 09/10/2025 | 57592 | NASB ALICAP                             | Board Dues/Fees-C.Wiese-Area Membership Meeting         | Accounts Payable | \$89.00    |
| 09/10/2025 | 57593 | NCS Pearson, Inc.                       | ELEM/HS SPED-QI ACADEMIC                                | Accounts Payable | \$220.00   |
| 09/10/2025 | 57594 | Nebraska Central Telephone Co           | Telephone   | Accounts Payable | \$270.02   |
| 09/10/2025 | 57595 | Nebraska Public Power Dist.             | Utility-Electricity                                     | Accounts Payable | \$32.63    |
| 09/10/2025 | 57595 | Nebraska Public Power Dist.             | Utility-Electricity                                     | Accounts Payable | \$3,862.40 |
| 09/10/2025 | 57595 | Nebraska Public Power Dist.             | Utility-Electricity                                     | Accounts Payable | \$91.32    |
| 09/10/2025 | 57595 | Nebraska Public Power Dist.             | Utility-Electricity                                     | Accounts Payable | \$2,512.00 |
| 09/10/2025 | 57596 | NSASSP                                  | Sec Principal Dues/Fees                                 | Accounts Payable | \$20.00    |
| 09/10/2025 | 57597 | One Source The Background Check Company | Background Checks                                       | Accounts Payable | \$114.00   |
| 09/10/2025 | 57598 | Optum                                   | FSA Plan  | Accounts Payable | \$150.00   |
| 09/10/2025 | 57598 | Optum                                   | FSA Plan  | Accounts Payable | \$150.00   |
| 09/10/2025 | 57599 | Orkin Pest Control                      | Annual - Pest Control - Grounds                         | Accounts Payable | \$1,785.60 |
| 09/10/2025 | 57599 | Orkin Pest Control                      | PC Standard Monthly                                     | Accounts Payable | \$155.00   |
| 09/10/2025 | 57600 | Perma-Bound                             | Elem Books  | Accounts Payable | \$410.12   |
| 09/10/2025 | 57600 | Perma-Bound                             | Elementary Library Books                                | Accounts Payable | \$291.92   |
| 09/10/2025 | 57601 | Rasmussen Mechanical Services           | RTU-Not functioning properly                            | Accounts Payable | \$233.29   |
| 09/10/2025 | 57601 | Rasmussen Mechanical Services           | Operation of Building-Roof Top Units #8/#10 not working | Accounts Payable | \$1,289.96 |
| 09/10/2025 | 57602 | Sam's Club/Synchrony Bank               | Custodial Supplies - Hand Sanitizer/PK Supplies         | Accounts Payable | \$102.87   |

|                  |       |                                 |  |                  |                    |
|------------------|-------|---------------------------------|--|------------------|--------------------|
| 09/10/2025       | 57603 | Student Assurance Services,     | Catastrophic Coverage - Extra Misc                             | Accounts Payable | \$661.00           |
| 09/10/2025       | 57604 | Sunbelt Rentals                 | Custodial Supplies   | Accounts Payable | \$221.67           |
| 09/10/2025       | 57605 | SWAY MEDICAL, INC.              | Extra Curric Misc-System Fee/Sports Profiles                   | Accounts Payable | \$421.30           |
| 09/10/2025       | 57606 | Teaching Strategies, LLC        | Gold Bundle-4-Elem SPED, 30 PK - Online Assessment Portfolios  | Accounts Payable | \$457.30           |
| 09/10/2025       | 57607 | The Waldinger Corporation       | Custodial-Repair/Maint-Cooler                                  | Accounts Payable | \$615.75           |
| 09/10/2025       | 57608 | Thober, Amanda K                | Reimb-CPR/AED  | Accounts Payable | \$50.00            |
| 09/10/2025       | 57608 | Thober, Amanda K                | Misc Sec-Current Rod   | Accounts Payable | \$8.00             |
| 09/10/2025       | 57609 | University Of Ne At Kearney     | Secondary Dues/Fees- UNK Band Day Parade Fee                   | Accounts Payable | \$50.00            |
| 09/10/2025       | 57610 | University of Nebraska-Lincoln  | Elem Teaching Supply-Environmental Education Program-J. Thober | Accounts Payable | \$130.00           |
| 09/10/2025       | 57611 | University of Oregon            | REAP-SWIS Annual License                                       | Accounts Payable | \$400.00           |
| 09/10/2025       | 57612 | Village Of Shelton              | Water/Sewer  | Accounts Payable | \$1,297.04         |
| 09/10/2025       | 57613 | Wilshire Group                  | Staff Lanyards   | Accounts Payable | \$510.38           |
| 09/10/2025       | 57614 | Woodward Disposal Service, Inc. | Trash Removal  | Accounts Payable | \$30.00            |
| 09/10/2025       | 57615 | Yanda's Music                   | Music Supplies - Reeds   | Accounts Payable | \$96.00            |
| 09/10/2025       | 57615 | Yanda's Music                   | Music Supplies   | Accounts Payable | \$21.57            |
| 09/10/2025       | 57615 | Yanda's Music                   | Music Supplies   | Accounts Payable | \$14.00            |
| 09/10/2025       | 57615 | Yanda's Music                   | Music-Alto Sax Repair  | Accounts Payable | \$86.20            |
| 09/10/2025       | 57615 | Yanda's Music                   | Music-French Horn Repair                                       | Accounts Payable | \$90.00            |
| <b>Sub Total</b> |       |                                 |  |                  | <b>\$70,218.91</b> |

# Shelton Public School

## Check Register Report by Check Number

Bank: [All]; Bank Account: [All]; Begin Check Number: 57541; End Check Number: 57615; Check Status: Paid; Created On: 9/9/2025 2:48:52 PM

| Bank             |              | Account Number    |  |             |              |
|------------------|--------------|-------------------|--|-------------|--------------|
| Cornerstone Bank |              | 031038968         |  |             |              |
| Paid Date        | Check Number | Type              | Vendor Name                              | Amount      | Check Status |
| 9/10/2025        | 57541        | Payroll Liability | Aflac                                    | \$1,940.33  | Paid         |
| 9/10/2025        | 57542        | Payroll Liability | Blue Cross Blue Shield                   | \$55,085.90 | Paid         |
| 9/10/2025        | 57543        | Payroll Liability | Companion Insurance Company              | \$109.50    | Paid         |
| 9/10/2025        | 57544        | Payroll Liability | Dist. 19 Payroll Acct.                   | \$7,931.28  | Paid         |
| 9/10/2025        | 57545        | Payroll Liability | District 19 Payroll Acct.                | \$53,875.59 | Paid         |
| 9/10/2025        | 57546        | Payroll Liability | Horace Mann Life Insurance Co            | \$400.00    | Paid         |
| 9/10/2025        | 57547        | Payroll Liability | Payroll Account - Dist 19                | \$225.00    | Paid         |
| 9/10/2025        | 57548        | Payroll Liability | Principal Life Insurance Co              | \$829.20    | Paid         |
| 9/10/2025        | 57549        | Payroll Liability | Shelton School Payroll Acct.             | \$38,798.89 | Paid         |
| 9/10/2025        | 57550        | Payroll Liability | Vision Service Plan                      | \$429.83    | Paid         |
| 9/10/2025        | 57551        | Accounts Payable  | A.C. Technologies, LLC                   | \$187.50    | Paid         |
| 9/10/2025        | 57552        | Accounts Payable  | Acellus Educational Services LLC         | \$1,027.00  | Paid         |
| 9/10/2025        | 57553        | Accounts Payable  | Amazon Capital Services, Inc.            | \$1,524.92  | Paid         |
| 9/10/2025        | 57554        | Accounts Payable  | Amplify Education, Inc.                  | \$10,219.95 | Paid         |
| 9/10/2025        | 57555        | Accounts Payable  | Area Services, Inc.                      | \$437.50    | Paid         |
| 9/10/2025        | 57556        | Accounts Payable  | BB's Parts & Service                     | \$1,580.65  | Paid         |
| 9/10/2025        | 57557        | Accounts Payable  | Black Hills Energy                       | \$370.78    | Paid         |
| 9/10/2025        | 57558        | Accounts Payable  | Builders How-to Warehouse                | \$103.00    | Paid         |
| 9/10/2025        | 57559        | Accounts Payable  | Business Card                            | \$5,512.26  | Paid         |
| 9/10/2025        | 57560        | Accounts Payable  | Capital One                              | \$143.21    | Paid         |
| 9/10/2025        | 57561        | Accounts Payable  | Cash-wa Distributing Co.                 | \$686.60    | Paid         |
| 9/10/2025        | 57562        | Accounts Payable  | Central Community College - Grand Island | \$514.00    | Paid         |
| 9/10/2025        | 57563        | Accounts Payable  | CharacterStrong                          | \$5,597.00  | Paid         |
| 9/10/2025        | 57564        | Accounts Payable  | Clipper Publishing Co., Inc.             | \$343.55    | Paid         |
| 9/10/2025        | 57565        | Accounts Payable  | Communications Engineering, Inc.         | \$245.56    | Paid         |
| 9/10/2025        | 57566        | Accounts Payable  | Convergent Ag Media, LLC                 | \$125.00    | Paid         |
| 9/10/2025        | 57567        | Accounts Payable  | Copper Penny Station, LLC                | \$1,138.63  | Paid         |
| 9/10/2025        | 57568        | Accounts Payable  | Cornelius, Jacqueline S                  | \$17.79     | Paid         |
| 9/10/2025        | 57569        | Accounts Payable  | Crane River Theater                      | \$585.00    | Paid         |
| 9/10/2025        | 57570        | Accounts Payable  | Culligan                                 | \$49.00     | Paid         |
| 9/10/2025        | 57571        | Accounts Payable  | DPIL-Rotary                              | \$50.00     | Paid         |
| 9/10/2025        | 57572        | Accounts Payable  | Eakes Office Solutions                   | \$3,062.42  | Paid         |
| 9/10/2025        | 57573        | Accounts Payable  | Educational Service Unit #10             | \$11,711.29 | Paid         |
| 9/10/2025        | 57574        | Accounts Payable  | GFWC NFWC                                | \$50.00     | Paid         |
| 9/10/2025        | 57575        | Accounts Payable  | Gopher                                   | \$119.30    | Paid         |
| 9/10/2025        | 57576        | Accounts Payable  | Heartland Disposal, Inc.                 | \$506.50    | Paid         |
| 9/10/2025        | 57577        | Accounts Payable  | Hometown Leasing                         | \$653.27    | Paid         |
| 9/10/2025        | 57578        | Accounts Payable  | Integrated Security Solutions            | \$844.00    | Paid         |
| 9/10/2025        | 57579        | Accounts Payable  | Kearney Winlectric Co.                   | \$260.00    | Paid         |
| 9/10/2025        | 57580        | Accounts Payable  | Kenton, Jeffrey T                        | \$32.20     | Paid         |
| 9/10/2025        | 57581        | Accounts Payable  | KSB School Law PC LLO                    | \$357.00    | Paid         |
| 9/10/2025        | 57582        | Accounts Payable  | Larry's Market                           | \$603.19    | Paid         |
| 9/10/2025        | 57583        | Accounts Payable  | Level Data                               | \$278.00    | Paid         |
| 9/10/2025        | 57584        | Accounts Payable  | The Lockmobile                           | \$39.00     | Paid         |
| 9/10/2025        | 57585        | Accounts Payable  | Todd C. Sutton                           | \$563.00    | Paid         |
| 9/10/2025        | 57586        | Accounts Payable  | Matheson Tri-Gas, Inc.                   | \$83.75     | Paid         |
| 9/10/2025        | 57587        | Accounts Payable  | McGraw-Hill, LLC                         | \$2,765.00  | Paid         |
| 9/10/2025        | 57588        | Accounts Payable  | MCI                                      | \$66.72     | Paid         |
| 9/10/2025        | 57589        | Accounts Payable  | Menards                                  | \$101.04    | Paid         |
| 9/10/2025        | 57590        | Accounts Payable  | Midwest Alarm Servces                    | \$614.00    | Paid         |
| 9/10/2025        | 57591        | Accounts Payable  | Midwest Restaurant Supply, Inc.          | \$109.99    | Paid         |
| 9/10/2025        | 57592        | Accounts Payable  | NASB ALICAP                              | \$89.00     | Paid         |
| 9/10/2025        | 57593        | Accounts Payable  | NCS Pearson, Inc.                        | \$220.00    | Paid         |

|                    |       |                  |   |                     |      |
|--------------------|-------|------------------|---|---------------------|------|
| 9/10/2025          | 57594 | Accounts Payable | Nebraska Central Telephone Co           | \$270.02            | Paid |
| 9/10/2025          | 57595 | Accounts Payable | Nebraska Public Power Dist.             | \$6,498.35          | Paid |
| 9/10/2025          | 57596 | Accounts Payable | NSASSP                                  | \$20.00             | Paid |
| 9/10/2025          | 57597 | Accounts Payable | One Source The Background Check Company | \$114.00            | Paid |
| 9/10/2025          | 57598 | Accounts Payable | Optum                                   | \$300.00            | Paid |
| 9/10/2025          | 57599 | Accounts Payable | Orkin                                   | \$1,940.60          | Paid |
| 9/10/2025          | 57600 | Accounts Payable | Perma-Bound                             | \$702.04            | Paid |
| 9/10/2025          | 57601 | Accounts Payable | Rasmussen Mechanical Services           | \$1,523.25          | Paid |
| 9/10/2025          | 57602 | Accounts Payable | Sam's Club/Synchrony Bank               | \$102.87            | Paid |
| 9/10/2025          | 57603 | Accounts Payable | Student Assurance Services,             | \$661.00            | Paid |
| 9/10/2025          | 57604 | Accounts Payable | Sunbelt Rentals                         | \$221.67            | Paid |
| 9/10/2025          | 57605 | Accounts Payable | SWAY MEDICAL, INC.                      | \$421.30            | Paid |
| 9/10/2025          | 57606 | Accounts Payable | Teaching Strategies, LLC                | \$457.30            | Paid |
| 9/10/2025          | 57607 | Accounts Payable | The Waldinger Corporation               | \$615.75            | Paid |
| 9/10/2025          | 57608 | Accounts Payable | Thober, Amanda K                        | \$58.00             | Paid |
| 9/10/2025          | 57609 | Accounts Payable | University Of Nebraska At Kearney       | \$50.00             | Paid |
| 9/10/2025          | 57610 | Accounts Payable | University of Nebraska-Lincoln          | \$130.00            | Paid |
| 9/10/2025          | 57611 | Accounts Payable | University of Oregon                    | \$400.00            | Paid |
| 9/10/2025          | 57612 | Accounts Payable | Village Of Shelton                      | \$1,297.04          | Paid |
| 9/10/2025          | 57613 | Accounts Payable | Wilshire Group                          | \$510.38            | Paid |
| 9/10/2025          | 57614 | Accounts Payable | Woodward Disposal Service, Inc.         | \$30.00             | Paid |
| 9/10/2025          | 57615 | Accounts Payable | Yanda's Music                           | \$307.77            | Paid |
| <b>Sub Total</b>   |       |                  |   | <b>\$229,844.43</b> |      |
| <b>Grand Total</b> |       |                  |   | <b>\$229,844.43</b> |      |

**DISTRICT 19 FINANCIAL STATUS AS OF August 31,2025**

**CASH RESERVES:**

|                               |                                     |  |                |
|-------------------------------|-------------------------------------|--|----------------|
| GENERAL FUND CASH RESERVE     | (8/31/2025 - Interest + \$6,148.12) |  | \$1,927,034.42 |
| SPECIAL BUILDING CASH RESERVE | (8/31/2025 - Interest + \$295.08)   |  | \$107,181.31   |

**TOTAL CASH RESERVE ACCOUNTS: \$2,034,215.73**

**SAVINGS:**

|                                 |  |  |            |
|---------------------------------|--|--|------------|
| GENERAL FUND CR SAVINGS<br>5882 |  |  | \$3,090.52 |
|---------------------------------|--|--|------------|

**\$3,090.52**

|                                    |  |  |             |
|------------------------------------|--|--|-------------|
| UNEMPLOYMENT SAVINGS<br>#5891      |  |  | \$7,244.66  |
| VEH/BUS ACQ. Savings #9457         |  |  | \$65,982.28 |
| TECHNOLOGY ACQ SAVINGS<br># 5918   |  |  | \$342.05    |
| PARKING LOT DEPR. SAVINGS<br>#5909 |  |  | \$101.78    |
| BAND UNIFORM SAVINGS<br>#5900      |  |  | \$0.10      |
| HVAC Savings #9475                 |  |  | \$51,374.17 |

**TOTAL DEPRECIATION SAVINGS: \$125,045.04**

**TOTAL SAVINGS: \$128,135.56**

**TOTAL OF DISTRICT FUNDS: \$2,162,351.29**

| <b><u>TAXES:</u></b> | <b><u>GENERAL</u></b> | <b><u>BUILDING</u></b> | <b><u>FUND TOTALS:</u></b> |                |
|----------------------|-----------------------|------------------------|----------------------------|----------------|
| BUFFALO              | \$44,929.99           | \$727.70               | GENERAL                    | \$1,930,124.94 |
| HALL                 | \$11,521.95           | \$242.22               | DEPRECIATION               | \$125,045.04   |
| ADAMS                | \$2.36                | \$0.06                 | LUNCH                      | \$9,271.34     |
| KEARNEY              | \$43.07               | \$1.02                 | SPECIAL BLDG               | 107,181.31     |
| <b>TOTAL TAXES</b>   | <b>\$56,497.37</b>    | <b>\$971.00</b>        |                            |                |

|                                  |               |
|----------------------------------|---------------|
| <b>Net Wages</b>                 | \$ 191,755.05 |
| <b>Employee - Liabilities</b>    | \$ 94,900.10  |
| <b>General Fund Expenditures</b> | \$ 70,218.91  |
| <b>Receipts for August 2025</b>  | \$ 59,538.64  |

|   |  | <b>988869</b>         |                       |  |                       |                       |
|---|--|-----------------------|-----------------------|--|-----------------------|-----------------------|
|   |  | <b>2023-24</b>        | <b>2024-25</b>        |  |                       |                       |
|   |  |                       |                       | <b>2023-24</b>                           | <b>2024-25</b>        |                       |
| Sept. Expenditures Reported @ Board Mtg |  | \$93,109.00           | \$93,616.00           | Mar. Expenditures Reported @ Board Mtg   | \$66,590.00           | \$68,930.00           |
| Sept. Net Payroll                       |  | \$253,040.00          | \$276,383.00          | Mar. Net Payroll                         | \$254,187.00          | \$269,415.00          |
| Sept. EOM Expenditures                  |  |                       |                       | Mar. EOM Expenditures                    |                       |                       |
| Total Sept. Expenditures                |  | <b>346,149.00</b>     | <b>369,999.00</b>     | Total Mar. Expenditures                  | <b>\$320,777.00</b>   | <b>\$338,345.00</b>   |
| Percent of Budget Spent                 |  | 4.39%                 | 4.40%                 | Accumulated Totals                       | <b>\$2,327,702.00</b> | <b>\$2,617,341.00</b> |
| Cash On Hand                            |  | <b>\$1,813,436.00</b> | <b>\$2,489,235.00</b> | Percent of Budget Spent                  | 4.07%                 | 4.02%                 |
|   |  |                       |                       | Cash On Hand                             | <b>\$1,116,607.00</b> | <b>\$2,355,282.00</b> |
|   |  |                       |                       |  |                       |                       |
| Oct. Expenditures Reported @ Board Mtg  |  | \$77,028.00           | \$175,614.00          | April Expenditures Reported @ Board Mtg  | \$111,920.00          | \$65,557.00           |
| Oct. Net Payroll                        |  | \$257,895.00          | \$272,417.00          | April Net Payroll                        | \$259,423.00          | \$273,186.00          |
| Oct. EOM Expenditures                   |  |                       |                       | April EOM Expenditures                   |                       |                       |
| Total Oct. Expenditures                 |  | <b>334,923.00</b>     | <b>448,031.00</b>     | Total April Expenditures                 | <b>\$371,343.00</b>   | <b>\$338,743.00</b>   |
| Accumulated Totals                      |  | <b>\$681,072.00</b>   | <b>\$818,030.00</b>   | Accumulated Totals                       | <b>\$2,699,045.00</b> | <b>\$2,956,084.00</b> |
| Percent of Budget Spent                 |  | 4.25%                 | 5.33%                 | Percent of Budget Spent                  | 4.71%                 | 4.03%                 |
| Cash On Hand                            |  | <b>\$1,651,848.00</b> | <b>\$2,316,713.00</b> | Cash On Hand                             | <b>\$988,870.00</b>   | <b>\$1,686,774.00</b> |
|   |  |                       |                       |  |                       |                       |
| Nov. Expenditures Reported @ Board Mtg  |  | \$80,361.00           | \$76,959.00           | May Expenditures Reported @ Board Mtg    | \$116,703.00          | \$107,164.61          |
| Nov. Total Payroll                      |  | \$265,893.00          | \$280,669.00          | May Net Payroll                          | \$259,423.00          | \$271,276.12          |
| Nov. EOM Expenditures                   |  |                       |                       | May EOM Expenditures                     |                       |                       |
| Total Nov. Expenditures                 |  | <b>346,254.00</b>     | <b>357,628.00</b>     | Total May Expenditures                   | <b>\$376,126.00</b>   | <b>\$378,440.73</b>   |
| Accumulated Totals                      |  | <b>\$1,027,326.00</b> | <b>\$1,175,658.00</b> | Accumulated Totals                       | <b>\$3,075,171.00</b> | <b>\$3,334,524.73</b> |
| Percent of Budget Spent                 |  | 4.39%                 | 4.25%                 | Percent of Budget Spent                  | 4.77%                 | 4.50%                 |
| Cash On Hand                            |  | <b>\$1,336,760.00</b> | <b>\$1,936,316.00</b> | Cash On Hand                             | <b>\$1,988,254.00</b> | <b>\$2,855,625.64</b> |
|   |  |                       |                       |  |                       |                       |
| Dec. Expenditures Reported @ Board Mtg  |  | \$84,480.00           | \$87,065.00           | June Expenditures Reported @ Board Mtg   | \$114,019.00          | \$93,623.70           |
| Dec. Total Payroll                      |  | \$260,095.00          | \$278,205.00          | June Net Payroll                         | \$250,336.00          | \$252,199.14          |
| Dec. EOM Expenditures                   |  |                       |                       | June EOM Expenditures                    |                       |                       |
| Total Dec. Expenditures                 |  | <b>344,575.00</b>     | <b>365,270.00</b>     | Total June Expenditures                  | <b>\$364,355.00</b>   | <b>\$345,822.84</b>   |
| Accumulated Totals                      |  | <b>1,371,901.00</b>   | <b>1,540,928.00</b>   | Accumulated Totals                       | <b>\$3,439,526.00</b> | <b>\$3,680,347.57</b> |
| Percent of Budget Spent                 |  | 4.37%                 | 4.34%                 | Percent of Budget Spent                  | 4.62%                 | 4.11%                 |
| Cash On Hand                            |  | <b>\$1,060,414.00</b> | <b>\$1,836,154.00</b> | Cash On Hand                             | <b>\$2,085,411.00</b> | <b>\$2,986,256.06</b> |
|   |  |                       |                       |  |                       | 48.92%                |
|   |  |                       |                       |  |                       |                       |
| Jan. Expenditures Reported @ Board Mtg  |  | \$52,939.00           | \$119,969.00          | July Expenditures Reported @ Board Mtg   | \$184,630.00          | \$158,874.37          |
| Jan. Net Payroll                        |  | \$262,406.00          | \$270,866.00          | July Net Payroll                         | \$250,834.00          | \$252,069.32          |
| Jan. EOM Expenditures                   |  |                       |                       | July EOM Expenditures                    |                       |                       |
| Total Jan. Expenditures                 |  | <b>\$315,345.00</b>   | <b>\$390,835.00</b>   | Total July Expenditures                  | <b>\$435,464.00</b>   | <b>\$410,943.69</b>   |
| Accumulated Totals                      |  | <b>1,687,246.00</b>   | <b>1,931,763.00</b>   | Accumulated Totals                       | <b>\$3,874,990.00</b> | <b>\$4,091,291.26</b> |
| Percent of Budget Spent                 |  | 4.00%                 | 4.65%                 | Percent of Budget Spent                  | 5.52%                 | 4.89%                 |
| Cash On Hand                            |  | <b>\$1,365,897.00</b> | <b>\$1,945,187.00</b> | Cash On Hand                             | <b>\$1,702,103.00</b> | <b>\$2,644,233.09</b> |
|   |  |                       |                       |  |                       |                       |
| Feb. Expenditures Reported @ Board Mtg  |  | \$62,555.00           | \$73,981.00           | August Expenditures Reported @ Board Mtg | \$68,168.00           | \$70,218.91           |
| Feb. Net Payroll                        |  | \$257,124.00          | \$273,252.00          | August Net Payroll                       | \$272,280.00          | \$286,655.15          |
| Feb. EOM Expenditures                   |  |                       |                       | August EOM Expenditures                  |                       |                       |
| Total Feb. Expenditures                 |  | <b>\$319,679.00</b>   | <b>\$347,233.00</b>   | Total August Expenditures                | <b>\$340,448.00</b>   | <b>\$356,874.06</b>   |
| Accumulated Totals                      |  | <b>2,006,925.00</b>   | <b>2,278,996.00</b>   | Accumulated Totals                       | <b>\$4,215,438.00</b> | <b>\$4,448,165.32</b> |
| Percent of Budget Spent                 |  | 4.05%                 | 4.40%                 | BUDGET                                   | <b>\$7,889,587.00</b> | <b>\$8,409,547.00</b> |
| Cash On Hand                            |  | <b>\$1,536,630.00</b> | <b>\$1,974,023.00</b> | TOTAL % OF BUDGET SPENT =                | 53.43%                | 56.38%                |
|   |  |                       |                       | Cash On Hand                             | <b>\$1,405,758.00</b> | <b>\$2,162,351.29</b> |

# Superintendent's Report

September 10, 2025

## BUDGET/FINANCIAL UPDATE

- I have communicated with all 4 counties providing them information in regards to our budget. We will not have to attend the joint public hearing or the pink postcard this year.
- Budget & Tax Request Hearings - Tuesday, September 23 @ 7:30 AM in the Conference Room.

## BUILDING AND GROUNDS

- HVAC Repairs have continued with work on the Library unit and one of the units on the elementary.
- Facilities Advocates provided a preliminary report based on their past knowledge, work, and recent walkthrough of the building. The report is included on the agenda for later discussion.
- Termite Issues in the two shed by the football fields
  - All three quotes are included in the board packet.
    - Orkin: \$19,04 w/ annual fee of \$299
    - MDM: \$1,376.78
    - Presto-X: \$2,200 with annual fee of \$286
- Surfacing of the gym floor - Egan has verbally agreed to pay for the graphics in the old gym. We are awaiting a quote for the cost of the graphics in the new gym. We do not have an official response, in writing, from Egan at this time.

## INFORMATIONAL ITEMS

- Labor Relations Conference October 1-2
- NASB State Education Conference November 19-21
- Principal Evaluation Tool
  - NDE currently does not have a principal evaluation tool approved/on file.
    - Nebraska Teacher and Principal Performance Standards (NTPPS) was utilized last year. This is the state evaluation tool produced through Supporting Educator Effectiveness through Development (S.E.E.D.)
- Ford Expedition
  - The Expedition has arrived at the dealership and we should have it by the end of the week.
- Be You, Be BLUE positive behavior support is under way with new tickets for ease of use and more frequent positive feedback and interactions with students. Our first round of drawings took place on Friday, September 5. If you know of a business, individual, or community group that would like to donate to the Be You, Be BLUE program, please have them contact the school.
- Section 504 of the Rehabilitation Act of 1973
  - We have updated the Section 504 forms and process aligning it to what is legally required by law. Forms have been updated and are in the process of being utilized by updating current 504s and new 504s.

# Superintendent's Report

September 10, 2025

## WORKSHOPS, WEBINARS, CONFERENCES, & MEETINGS

### Past Meetings Attended:

- GMS Fiscal Management Zoom - Wednesday, August 13, 2025
- NCSA Networking w/ New Superintendents - Via Zoom - Monday, August 25, 2025
- NDE Rule 3 High Ability Learner Zoom - Thursday, August 28, 2025
- NRCSA Area Superintendent Meeting - Holdrege - Tuesday, September 2, 2025
- ESU 10 Superintendent Meeting - MONA - Wednesday, September 3, 2025
- CIP School Improvement Meeting - ESU 10 - Thursday, September 4, 2025



To: Board of Education  
From: Jeff Kenton  
Date: September 10, 2025  
Re: Board Report

PK-6 Enrollment

- 161 Students

Nebraska Reading Improvement Act (This is done yearly)

- We have completed our beginning of the year reading assessments and have identified those students in grades K-3 who may have a reading difficulty.
  - All parents or guardians of K-3 grade students are kept informed of their child's reading progress and parents or guardians of students who are identified with a reading difficulty are notified in writing.
  - Any student identified with a reading difficulty must be provided with a supplemental intervention program.
  - An individual reading improvement plan will be created in collaboration with the parent or guardian and will describe the reading intervention services and support the student will receive through the supplemental reading intervention program
- MAP Tests are being completed and we will share information from those tests at Parent Teacher Conferences
  - In School Savings Bank (Bulldog Branch)
    - Had 51 deposits on opening day totalling \$191.38
    - Bank matched \$40.10
    - Grand total for opening day was \$231.57
  - Parent Teacher Conferences
    - September 24th and 25th

Respectfully submitted,

Jeff Kenton

To: Shelton Board of Education  
From: Mrs. Hostetler  
Date: September 10, 2025  
Re: Secondary Principal Report

- **Celebrations**

- Project Wisdom is providing daily morning broadcasts delivered by students.
- Sports have kicked off their fall seasons.
  - Volleyball 15 girls (HS) & 17 girls (JH)
  - Football ## boys (HS) & 13 boys (JH)
  - XCountry 9 (HS; 8 boys & 1 girl); 8 (JH; 5 boys & 3 girls)
- First Academic Assistance Period Held on Sept. 3, 2025

- **Trainings**

- Refreps with activities director/teacher for Officiating Class
- CI/MTSS Training with Mr. Engel & Mrs. Pope @ ESU 10
- 504 Share-Training with Mr. Engel, Ms. Hubbert, Mrs. Hostetler, & Mr. Kenton
- District-wide PBIS Meeting with Mr. Engel

- **Weekly Items**

- Week of August 11-15, 2025
  - 1st week of school
  - Tech support assistance provided
  - Administrative meeting
  - Special education meeting
- Week of August 18-22, 2025
  - 1st Fire & 1st Tornado Drills were held
  - ESU 10 & Shelton Collaboration Meeting
  - Parent Meetings, Individual Staff Meeting, Testing Planning Meeting
  - Class coverage
- Week of August 25-30, 2025
  - 2nd Fire Drill held
  - Assessment calendar planning meeting
  - Meeting with Patron
  - Zoom meeting with Apptegy/Thrillshare
  - Student-focused team meetings, HAL zoom meeting
  - Class coverage
  - Administrative duty @ XC (Axtell) & @ VB @ Overton
- Week of September 1-5, 2025
  - Administrative duty home volleyball games
  - Classroom visits
  - Parent meeting

- **Upcoming Events:**

- NWEA MAPS testing: Sept. 9, 11, 12, 16, & 18
- Juniors ASVAB Test: Sept. 10th
- Principal/Curriculum Director Meeting @ ESU, Sept. 16th
- School Law Update, Sept. 17th via Zoom NCSA
- NSASSP Region IV Meeting, Sept. 17th

**NOTICE OF BOARD MEETING  
NOTICE OF VOTE TO INCREASE BASE GROWTH PERCENTAGE USED  
TO DETERMINE PROPERTY TAX REQUEST AUTHORITY**

The Shelton Public Schools Board of Education will meet on Wednesday, September 10, 2025, at 7:30 PM in the elementary conference room for a board meeting. Among other topics to be discussed, pursuant to NEB. REV. STAT. § 79-3405, the Board will vote on whether to increase the school district's base growth percentage by up to 7%. A copy of the agenda, kept continuously current, is available for public inspection in the superintendent's office during normal business hours.

**RESOLUTION OF THE BOARD OF EDUCATION TO  
INCREASE BASE GROWTH PERCENTAGE TO  
DETERMINE ITS PROPERTY TAX REQUEST AUTHORITY**

WHEREAS, the Board of Education ("Board") for **Buffalo County School District 10-0019**, commonly known as **Shelton Public Schools** (the "School District"), is planning the School District's annual budget for the 2025–2026 school year; and

WHEREAS, the funding needed for the School District to meet its obligations to its students will require an increase in the base growth percentage used to determine the School District's property tax request authority under NEB. REV. STAT. § 79-3403; and

WHEREAS, Nebraska law authorizes the Board, upon an affirmative vote of at least seventy percent (70%) of the Board, to increase such base growth percentage by up to 7%.

BE IT THEREFORE RESOLVED that, pursuant to NEB. REV. STAT. § 79-3405(2), the Board hereby increases the base growth percentage used to determine its property tax request authority for the 2025–2026 budget in an amount of 7%.

Said Resolution was adopted by the Board of Education by a vote of \_\_\_\_ to \_\_\_\_ on the 10<sup>th</sup> day of September, 2025.

\_\_\_\_\_  
President of the Board of Education

ATTEST:

\_\_\_\_\_  
Secretary of the Board of Education

## **3036 Purchasing (Credit) Card Program**

The board approves the use of a purchasing card (credit card) program for the purchase of goods and services for and on behalf of the school district. The board will determine the type of purchasing card or cards to be used in the program and may contract with a third-party provider as provided by law.

**Authorized Purchases.** Authorized users have standing authority to use the purchasing card to charge actual, necessary, and reasonable travel expenses and district supplies and materials. Otherwise, the purchasing card may only be used to purchase goods and services approved by the board or the superintendent or designee. The maximum amount that may be charged in a single day is \$1,000.

**Unauthorized Purchases.** In no event shall the purchasing card be used for personal purchases, purchases that are not school related, alcohol purchases, or purchases that are not allowed by law. Such unauthorized use shall result in discipline, up to and including the end of employment. Individuals who make unauthorized purchases shall reimburse the district for the expense within ten days of the purchase or the discovery of the unauthorized purchase, whichever occurs first.

**Authorized Users.** Individuals holding the following titles may be assigned an individual purchasing card: Superintendent, Bookkeeper, Principals, and Athletic Director. The board may take action at any meeting to authorize additional users or to revoke or suspend user privileges. Such action shall be recorded in the minutes. The school may also maintain a purchasing card in the name of the school district. School district employees may purchase school related goods and services with the school district credit card only with authorization from the superintendent.

**Documentation.** Employees making a purchasing card purchase must submit an itemized receipt ***and*** a purchasing card receipt to the school district. The itemized receipt must include the name of the business, contact information, the date, a description of each item sufficient to give the board reasonable notice of the item purchased, and the price. ***A non-itemized credit card receipt alone is not sufficient.*** Designated school personnel shall maintain the documentation for at least 7 years or as otherwise required by Schedule 10 – Local School Districts or Schedule 24 – Local Agencies (General Records) maintained by the Nebraska Records Management Division. Employees must maintain copies of any documentation submitted to the school district.

**Suspension or Termination of Privileges.** The board or the superintendent (or his or her designee) (1) ***shall*** temporarily or permanently suspend the purchasing card privileges of any individual that does not submit an itemized receipt for each purchasing card purchase, and (2) ***may*** temporarily or permanently suspend the purchasing card privileges of any individual for any other reason. The individual's purchasing card account must be immediately closed and he or she must return the purchasing card to the superintendent or board. Purchases that are not accompanied by the required documentation shall be considered unauthorized, and the individual making the purchase must reimburse the district within 10 days of the purchase or the discovery of the non-itemized purchase, whichever occurs first.

**Reward Points or Rebates.** Any reward points, rebates, or other benefits received from the third-party purchasing card company are and shall remain the property of the school district.

**Purchase Review Procedures.** The superintendent, or his or her designee, and District Bookkeeper will conduct independent reviews of credit card expenses, or a sample thereof, on a monthly basis. Any unlawful or unauthorized expenditure or other discrepancy will be brought to the attention of the offending employee, if any, and the board. The superintendent or his or her designee will provide the board at each regular meeting with the documentation submitted pursuant to this policy or a summary of that documentation with a description of each item sufficient to give the board reasonable notice of the items purchased. Any unlawful or unauthorized purchase must be addressed as provided in this policy or as otherwise allowed by law.

Adopted on: 09/15/14

Revised on: 07/10/17, 07/17/23, 7/14/25

Reviewed on: 09/13/21, 07/15/24

**3036**  
**Purchasing (Credit) Card Program**

The board approves the use of a purchasing card (credit card) program for the purchase of goods and services for and on behalf of the school district. The board will determine the type of purchasing card or cards to be used in the program and may contract with a third-party provider as provided by law.

**Authorized Purchases.** Authorized users have standing authority to use the purchasing card to charge actual, necessary, and reasonable travel expenses and [insert other standing authorized expenditures]. Otherwise, the purchasing card may only be used to purchase goods and services approved by the board or the superintendent or designee. The maximum amount that may be charged in a single day is \$[insert amount].

**Unauthorized Purchases.** In no event shall the purchasing card be used for personal purchases, purchases that are not school related, alcohol purchases, or purchases that are not allowed by law. Such unauthorized use shall result in discipline, up to and including the end of employment. Individuals who make unauthorized purchases shall reimburse the district for the expense within ten days of the purchase or the discovery of the unauthorized purchase, whichever occurs first.

**Authorized Users.** Individuals holding the following titles may be assigned an individual purchasing card: [redacted]. The board may take action at any meeting to authorize additional users or to revoke or suspend user privileges. Such action shall be recorded in the minutes. The school may also maintain a purchasing card in the name of the school district. School district employees may purchase school related goods and services with the school district credit card only with authorization from the superintendent.

**Documentation.** Employees making a purchasing card purchase must submit an itemized receipt **and** a purchasing card receipt to the school district. The itemized receipt must include the name of the business, contact information, the date, a description of each item sufficient to give the board reasonable notice of the item purchased, and the price. **A non-itemized credit card receipt alone is not sufficient.** Designated school personnel shall maintain the documentation for at least 7 years or as otherwise required by Schedule 10 – Local School Districts or Schedule 24 – Local Agencies (General Records) maintained by the Nebraska Records Management Division. Employees must maintain copies of any documentation submitted to the school district.

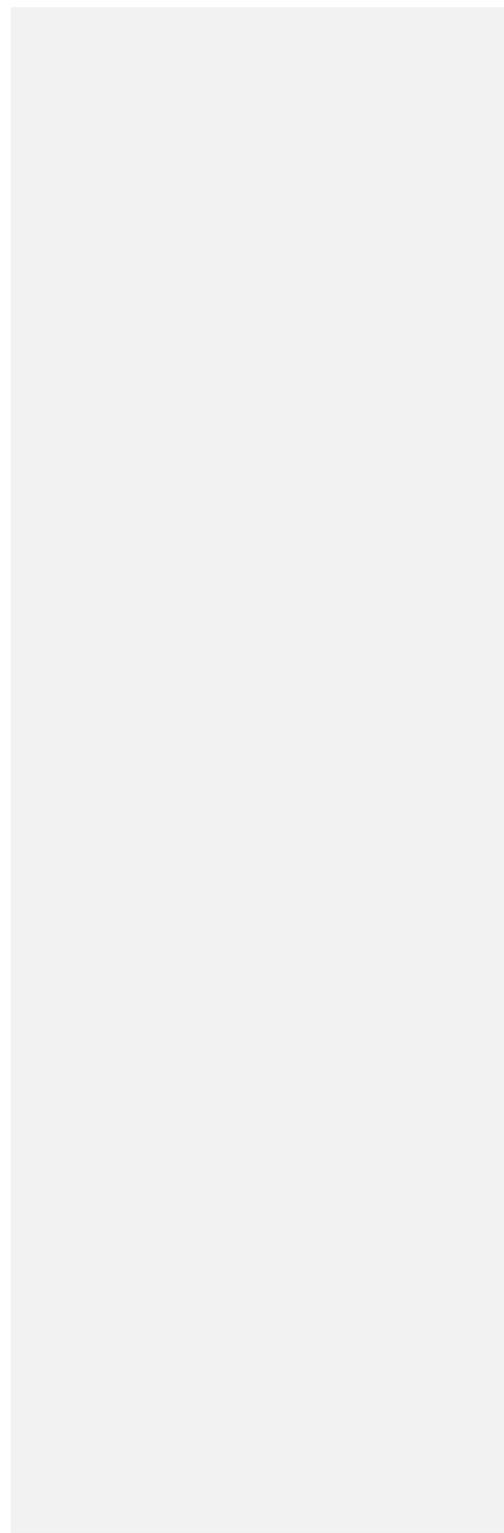
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**Suspension or Termination of Privileges.** The board or the superintendent (or his or her designee) (1) **shall** temporarily or permanently suspend the purchasing card privileges of any individual that does not submit an itemized receipt for each purchasing card purchase, and (2) **may** temporarily or permanently suspend the purchasing card privileges of any individual for any other reason. The individual's purchasing card account must be immediately closed and he or she must return the purchasing card to the superintendent or board. Purchases that are not accompanied by the required documentation shall be considered unauthorized, and the individual making the purchase must reimburse the district within 10 days of the purchase or the discovery of the non-itemized purchase, whichever occurs first.

**Reward Points or Rebates.** Any reward points, rebates, or other benefits received from the third-party purchasing card company are and shall remain the property of the school district.

**Purchase Review Procedures.** The superintendent, or his or her designee, and [redacted] will conduct independent reviews of credit card expenses, or a sample thereof, on a **monthly** basis. Any unlawful or unauthorized expenditure or other discrepancy will be brought to the attention of the offending employee, if any, and the board. The superintendent or his or her designee will provide the board at each regular meeting with the documentation submitted pursuant to this policy or a summary of that documentation with a description of each item sufficient to give the board reasonable notice of the items purchased. Any unlawful or unauthorized purchase must be addressed as provided in this policy or as otherwise allowed by law.

Adopted on: \_\_\_\_\_  
Revised on: \_\_\_\_\_  
Reviewed on: \_\_\_\_\_



**6025**  
**Student Cell Phone and Other Electronic Devices**

Students may use cell phones or other electronic devices while at school, so long as they do so safely, responsibly and respectfully and comply with all other school rules while using these devices.

By bringing their cell phones and other electronic communication devices to school, students consent to the search of said devices by school staff when permitted by law.

Students may not have cell phones or electronic devices on while they are in locker rooms, restrooms, or any other area in which others may have a reasonable expectation of privacy.

The taking, disseminating, transferring, or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (including things like texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person engaged in these activities while on school grounds, in a school vehicle or at a school activity will be subject to the disciplinary procedures of the student code of conduct.

While on school property, at a school activity, or in a school vehicle, students may not use their cell phones or electronic devices to bully, harass, or intimidate any other person as governed by the student code of conduct.

Students shall be personally and solely responsible for the security of their electronic devices. The district is not responsible for theft, loss or damage of any electronic device, including any calls or downloads.

Students who violate this policy may have their cell phones or electronic devices confiscated immediately. The administration will return confiscated devices to the parent or guardian of the offending student, after meeting with the parent or guardian to discuss the rule violation. Students who violate this policy may, at the discretion of the school's administration, be subject to additional discipline, up to and including suspension or expulsion.

Adopted on: 7/17/23

Revised on: \_\_\_\_\_

Reviewed on: 7/15/24

**6025**  
**Student Cell Phone and Other Electronic Devices**

**[THIS POLICY CONTAINS SEVERAL OPTIONS. THERE ARE MORE PERMISSIVE OPTIONS AND MORE RESTRICTIVE OPTIONS. YOU SHOULD SELECT AND MAKE ANY NECESSARY CHANGES TO ONLY ONE OPTION AND DELETE THE REST]**

**(USE AT SCHOOL OPTION)**

Students may use cell phones or other electronic devices while at school, so long as they do so safely, responsibly and respectfully and comply with all other school rules while using these devices.

By bringing their cell phones and other electronic communication devices to school, students consent to the search of said devices by school staff when permitted by law.

Students may not have cell phones or electronic devices on while they are in locker rooms, restrooms, or any other area in which others may have a reasonable expectation of privacy.

The taking, disseminating, transferring, or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (including things like texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person engaged in these activities while on school grounds, in a school vehicle or at a school activity will be subject to the disciplinary procedures of the student code of conduct.

While on school property, at a school activity, or in a school vehicle, students may not use their cell phones or electronic devices to bully, harass, or intimidate any other person as governed by the student code of conduct.

Students shall be personally and solely responsible for the security of their electronic devices. The district is not responsible for theft, loss or damage of any electronic device, including any calls or downloads.

Students who violate this policy may have their cell phones or electronic devices confiscated immediately. The administration will return confiscated devices to the parent or guardian of the offending student, after meeting with the parent or guardian to discuss the rule violation. Students who violate this policy may, at the discretion of the school's administration, be subject to additional discipline, up to and including suspension or expulsion.

**(ONLY BEFORE/AFTER SCHOOL AND DURING PASSING AND LUNCH OPTION)**

Students are prohibited from using cellular phones or other electronic devices while at school, except as provided in this policy or as deemed appropriate by a student's education team.

Students may use cell phones or other electronic devices on school sidewalks and in the common areas of the school before and after school, during passing periods, and during lunch so long as they do not create a distraction or a disruption and comply with all other policies and handbook provisions.

By bringing their cell phones and other electronic communication devices to school, students consent to the search of said devices by school staff when the staff determines that such a search is reasonable or necessary.

Students may not have cell phones or electronic devices while they are in locker rooms, classrooms, or restrooms. During school hours student cell phones or electronic devices must remain in lockers, backpacks, or be locked in a personal vehicle. Students may use cell phones or other technology in classrooms only with the express permission of the classroom teacher.

Students are strictly prohibited from sending, sharing, viewing, or possessing pictures, text messages, emails or other material of a sexual nature in electronic or any other form on a computer, cell phone, or other electronic device while at school. Students who possess prohibited material on their cell phone or other electronic device while at school shall be subject to disciplinary consequences as articulated by the student handbook.

Students may not use cell phones or electronic communication devices while riding in school vehicles, including listening to music, unless they have permission to do so from the driver or other adult responsible for their supervision.

Students shall be personally and solely responsible for the security of their cell phones and pagers. The district is not responsible for theft, loss or damage of a cell phone or any calls made on a cell phone.

Students who violate this policy or other school rules will have their cell phones or electronic devices confiscated immediately. The administration will return confiscated devices to the parent or guardian of the offending student, after discussing the rule violation with the student and parent or guardian. Students who violate this policy may, at the discretion of the school's

administration, be subject to additional discipline, up to and including suspension or expulsion.

### **(YONDR BAG OR OTHER STORAGE SYSTEM OPTION)**

Students may use cellular phones or other electronic devices while at school, so long as they do so safely, responsibly and respectfully and comply with all other school rules while using these devices.

By bringing their cell phones and other electronic communication devices to school, students consent to the search of said devices by school staff when permitted by law.

Students may not have cell phones or electronic devices on while they are in locker rooms, restrooms, or any other area in which others may have a reasonable expectation of privacy.

Students may not use cellular phones in any classroom unless deemed appropriate by a student's education team. [INSERT YOUR STORAGE SYSTEM HERE; FOR EXAMPLE: The District will provide each student with a Yondr bag, and students must lock their cellular phone in the Yondr bag upon entering a classroom. The student may unlock the bag upon exiting the classroom at the end of the class period.]

The taking, disseminating, transferring, or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (including things like texting, sexting, e-mailing, etc.) may constitute a crime under state and/or federal law. Any person engaged in these activities while on school grounds, in a school vehicle or at a school activity will be subject to the disciplinary procedures of the student code of conduct.

While on school property, at a school activity, or in a school vehicle, students may not use their cell phones or electronic devices to bully, harass, or intimidate any other person as governed by the student code of conduct.

Students shall be personally and solely responsible for the security of their electronic devices. The district is not responsible for theft, loss or damage of any electronic device, including or any calls or downloads.

Students who violate this policy may have their cell phones or electronic devices confiscated immediately. The administration will return confiscated devices to the parent or guardian of the offending student, after meeting with the parent or guardian to discuss the rule violation. Students who violate this

policy may, at the discretion of the school's administration, be subject to additional discipline, up to and including suspension or expulsion.

(COMPLETE BAN OPTION)

Students may NOT use cellular phones or other electronic devices while at school during school hours.

Any student who is found to be in possession of any cellular phone, or other electronic device (AirPods, personally-owned tablet, gaming device, etc) during school hours is in violation of this policy and the student code of conduct.

Staff who discover students in possession of a cellular phone or electronic device while at school during the school day will immediately confiscate the device and turn it into the administration.

In addition to the disciplinary consequences imposed, a parent or legal guardian of the offending student must pick up the confiscated devices from the office in person. The administration will return the device to the parent or guardian, after meeting with the parent or guardian to discuss the rule violation.

Students who repeatedly violate this policy may, at the discretion of the school's administration, be subject to additional discipline, up to and including expulsion.

Adopted on: \_\_\_\_\_

Revised on: \_\_\_\_\_

Reviewed on: \_\_\_\_\_

## **6025**

### **Student Cell Phone and Other Electronic Devices**

Students may use cell phones or other electronic devices while at school, so long as they do so safely, responsibly and respectfully and comply with all other school rules while using these devices.

By bringing their cell phones and other electronic communication devices to school, students consent to the search of said devices by school staff when permitted by law.

Students may not have cell phones or electronic devices on while they are in locker rooms, restrooms, or any other area in which others may have a reasonable expectation of privacy.

The taking, disseminating, transferring, or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (including things like texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person engaged in these activities while on school grounds, in a school vehicle or at a school activity will be subject to the disciplinary procedures of the student code of conduct.

While on school property, at a school activity, or in a school vehicle, students may not use their cell phones or electronic devices to bully, harass, or intimidate any other person as governed by the student code of conduct.

Students shall be personally and solely responsible for the security of their electronic devices. The district is not responsible for theft, loss or damage of any electronic device, including any calls or downloads.

### **CONSEQUENCES**

#### **Cell Phones**

- 1ST OFFENSE: **Gone All Day** (*phone will be kept in the office until the end of the day when the student can collect it.*)
- 2ND OFFENSE: **Parent Pick-Up** (*phone will be kept in the office where parent/guardian will have to pick it up at the end of the day.*)
- 3RD OFFENSE: **Full Week** (*phone will be kept in the office until the end of the day each day when the student can collect it*)

- 4TH OFFENSE: **Can't Have It At All**
  - \*If seen out by an administrator, they will be confiscated.
  - \*Principal/parent conference will be held to determine a restorative practice project to reset the privilege.

Adopted on: \_\_\_\_\_

Revised on: \_\_\_\_\_

Reviewed on: \_\_\_\_\_

**6044**  
**Participation and Assignment of Athletic Teams**

**Designation of Athletic Team or Sport.** The terms male, female, and coed are defined as provided by state law. All athletic and sports teams of the district are hereby designated as male, female, or coed as follows:

| <b>Sport/Team</b>   | <b>Designation</b> |
|---------------------|--------------------|
| Football            | Male               |
| Volleyball          | Female             |
| Girls Cross Country | Female             |
| Boys Cross Country  | Male               |
| Boys Golf           | Coed               |
| Girls Basketball    | Female             |
| Boys Basketball     | Male               |
| Girls Wrestling     | Female             |
| Boys Wrestling      | Male               |
| Girls Track         | Female             |
| Boys Track          | Male               |

**Participation on Assigned Teams.** Males shall not participate on teams designated for females. Females may only participate on male teams when there is no female team offered or available for such sport. Males and females may participate on coed teams and in coed events as long as their participation is consistent with the eligibility and other rules of that team or event.

**Determination of Student Sex.** To determine eligibility, a student and the student’s parent or guardian shall provide the district with confirmation of the student’s sex on a document signed by a doctor or signed under authority of a doctor.

**Conduct of Visitors and the Public.** Visitors and members of the public attending district interscholastic team activities are expected to comply with all district policies and practices, including sportsmanship rules.

Adopted on: 7/14/25

Revised on: \_\_\_\_\_

Reviewed on: \_\_\_\_\_

## **4030 Evaluation of Certificated Employees**

All certificated employees to be evaluated shall be notified in writing of the evaluation process. A certificated administrator, with the exception of the local board of education when it is evaluating the superintendent, will observe and evaluate each probationary certificated employee for a full instructional period once each semester and each permanent certificated employee for a full instructional period once every 3 years. If at any time during the three-year cycle, there is a performance concern, the administrator may notify the certified employee that a formal evaluation is needed and conduct a formal evaluation on a non-cycle year. If the probationary certificated employee is a superintendent, he or she shall be evaluated twice during the first year of employment and at least once annually thereafter. The evaluation will include, but not be limited to evaluating the employee's instructional performance, classroom organization and management, personal conduct, and professional conduct. Evaluation of instructional performance and classroom organization and management is applicable to teachers only. The administrator will provide the employee with a written list of deficiencies, suggestions and a timeline for correcting the deficiencies and improving performance, and sufficient time to improve. The evaluation form will include notice that the employee may respond to the evaluation in writing.

The school district will train administrators in evaluation annually through meetings with the superintendent or other administrator, attendance at regional, state or national workshops, or any other method approved by the superintendent.

For the purposes of this policy, the terms "actual classroom observation" and "entire instructional period" are defined as follows:

**Entire Instructional Period.** For certificated employees whose classes are held during defined periods of time (e.g., senior high classes), an entire instructional period consists of one such time period. For those whose time periods are not so defined (e.g., elementary classroom teachers), an entire instructional period consists of 40 minutes. The instructional period for those whose work does not necessarily involve continuous instruction for 40-minute periods (e.g., librarians or speech therapists) consists of no less than 40 minutes total during the

semester. The entire instructional period for administrators cannot be defined in terms of an instructional period and shall be satisfied by the actual observation of an administrator's work during the semester for no less than 40 minutes.

**Actual Classroom Observation.** Actual classroom observation consists of observing the certificated employee in any activities in a classroom setting. When a certificated employee does not have classroom responsibility (e.g., administrators or librarians), the requirement of "actual classroom observation" will be satisfied by observing the certificated employee performing activities that are typical of his or her position.

This policy and the evaluation instrument shall be included in the teacher handbook which will be distributed to staff members upon their employment and annually thereafter.

Adopted on: \_\_\_\_\_

Revised on: 9/14/92, 10/05/12, 8/10/20, 7/15/24

Reviewed on: 5/11/09, 10/05/12, 6/17/24



Supporting  
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## Nebraska Teacher and Principal Performance Standards (NTPPS)

# Principal Rubrics

November 2021

Office of  
Coordinated  
School and  
District Support



| Bookmark Links                      |  |   |   |                                      |  |
|-------------------------------------|--|---|---|--------------------------------------|--|
| <a href="#">Vision for Learning</a> | <a href="#">Continuous Improvement</a> | <a href="#">Staff Support and Development</a> | <a href="#">Operations and Management</a> | <a href="#">Culture for Learning</a> | <a href="#">Professional Ethics and Advocacy</a> |

| <br>Vision for Learning | Vision for Learning  |  |   |  |
|--|--|--|---|--|
|  | <p>The principal, as an instructional leader, embodies and inspires all members of the educational community to collectively embrace and actualize the shared vision, mission, and goals of the school and district for high-quality teaching and learning that results in improved student achievement, reduction of opportunity gaps, and enhanced student and staff well being.</p> |  |   |  |
| Indicator  | Ineffective<br>[Awareness]   | Developing<br>[Understanding]  | Effective<br>[Application]  | Highly Effective<br>[Systems]  |
| a.<br>Decision-making  | Does not promote collaboration, resulting in barriers to understanding the strengths and needs of each student, groups of students, staff, and self  | Recognizes the importance of collaborative decision making and seeks personal and systems leadership development to promote a collective responsibility for meeting the needs of each student, groups of students, staff, and self | Leads all constituent groups within the school community in the analysis of multiple sources of relevant data to drive the creation of the vision, mission, and goals of the school, and ensures alignment with district, state, and federal policies | Sustains an environment of collective responsibility and commitment to vision by framing critical questions, identifying issues, and investing in staff and self to maximize impact on the educational community |

*This document, as provided, aligns with the Nebraska Teacher and Principal Performance Standards and is provided for the district's use by the Nebraska Department of Education's Office of Coordinated School and District Support. While the district is authorized to make modifications to the provided document to fit the district's policies and practices, once altered, the Nebraska Department of Education cannot ensure nor does the Department guarantee that the document continues to align with those standards nor does the Department maintain any ownership or responsibility for its content.*

Nov 23, 2021 Nebraska Department of Education Office of Coordinated School and District Support



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|  |  |  |   |   |
|--|--|--|---|---|
| <p><b>b.</b><br/>Expectations</p>                | <p>Does not promote communication, resulting in barriers to clear expectations for self, students, and staff</p>   | <p>Recognizes the importance of clear expectations and seeks personal and systems leadership development to promote a collective responsibility for meeting the needs of self, students, and staff</p>   | <p>Establishes high expectations for the well-being and performance of self, students, and staff, and widely communicates how the vision, mission and goals of the school align with those expectations</p>                                 | <p>Sustains an environment of collective responsibility and commitment to vision by framing critical questions, identifying issues, and investing in staff and self to maximize impact on the educational community</p> |
| <p><b>c.</b><br/>Vision, Mission &amp; Goals</p> | <p>Does not promote collaboration, resulting in barriers to understanding the strengths and needs of each student, groups of students, staff, and self</p> | <p>Recognizes the importance of collaborative decision making and seeks personal and systems leadership development to promote a collective responsibility for meeting the needs of each student, groups of students, staff, and self</p>          | <p>Leads all members of the educational community in a systematic review of the vision, mission, and goals of the school and adjusts based on the changing needs of the students and the learning community</p>                             | <p>Sustains an environment of collective responsibility and commitment to vision by framing critical questions, identifying issues, and investing in staff and self to maximize impact on the educational community</p> |
| <p><b>d.</b><br/>Instructional Practices</p>     | <p>Does not promote communication, resulting in barriers to understanding the strengths and needs of each student, groups of students, staff, and self</p> | <p>Recognizes the importance of understanding the needs of each student, groups of students, staff, and self, and seeks personal and systems leadership to enhance the impact of instructional leadership on learning and growth opportunities</p> | <p>Promotes teaching practices based on sound instructional theory and pedagogy, research on student learning and development, alignment to the vision, mission and goals of the school, and the needs of each student and staff member</p> | <p>Sustains an environment of collective responsibility and commitment to vision by framing critical questions, identifying issues, and investing in staff and self to maximize impact on the educational community</p> |

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**Nov 23, 2021 Nebraska Department of Education Office of Coordinated School and District Support**



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|  |  |  |   |   |
|--|--|--|---|---|
| <p><b>e.</b><br/>Programming</p>                     | <p>Does not promote collaboration, resulting in barriers to understanding the strengths and needs of each student and groups of students</p>               | <p>Recognizes the importance of meeting the needs of each student and groups of students, and seeks personal and systems leadership development to promote a collective responsibility for innovative instruction and programming</p>          | <p>Ensures each student's instructional experience is based on intentional and district-supported use of high quality instructional materials and aligned to innovative and impactful programming personalized to the interests and needs of individual students and groups of students</p> | <p>Sustains an environment of collective responsibility and commitment to vision by framing critical questions, identifying issues, and investing in staff and self to maximize impact on the educational community</p> |
| <p><b>f.</b><br/>Curricular Resources</p>            | <p>Does not promote collaboration, resulting in barriers to understanding the strengths and needs of each student, groups of students, staff, and self</p> | <p>Recognizes the importance of meeting the needs of each student, groups of students, staff, and self, and seeks personal and systems leadership development to promote a collective responsibility for learning and growth opportunities</p> | <p>Implements a systematic plan, using multiple sources of relevant data, to ensure alignment of curriculum, instruction, and assessment processes based on instructional priorities and student and staff development and support needs</p>  | <p>Sustains an environment of collective responsibility and commitment to vision by framing critical questions, identifying issues, and investing in staff and self to maximize impact on the educational community</p> |
| <p><b>g.</b><br/>Access to Educational Resources</p> | <p>Does not promote communication, resulting in barriers to understanding the strengths and needs of each student, groups of students, staff, and self</p> | <p>Recognizes the importance of clear expectations and seeks personal and systems leadership development to promote a collective responsibility in meeting the needs of each student, groups of students, staff, and self</p>                  | <p>Models behavior that demonstrates the belief that all students and staff members can reach their full potential with meaningful access to educational resources they need at the right moment, at the right level, and with the right intensity</p>                                      | <p>Sustains an environment of collective responsibility and commitment to vision by framing critical questions, identifying issues, and investing in staff and self to maximize impact on the educational community</p> |

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| Continuous Improvement                               |   | Continuous Improvement   |  |  |  |
|--|---|--|--|--|--|
|  |   | The principal, as an instructional leader, leads a continuous improvement process that results in improved student growth and achievement, enhanced student and staff well-being, and greater school effectiveness.                |  |  |  |
| Indicator  | Ineffective<br>[Awareness]  | Developing<br>[Understanding]  | Effective<br>[Application]   | Highly Effective<br>[Systems]  |  |
| a.<br>Developing,<br>Implementing,<br>and Monitoring | Does not promote collaboration, resulting in barriers to understanding the strengths and needs of each student, groups of students, staff, and self | Recognizes the importance of collaborative decision making and seeks personal and systems leadership development to promote a collective responsibility for meeting the needs of each student, groups of students, staff, and self | In collaboration with the educational community, develops, implements, monitors, and revises a continuous improvement plan that is aligned with district, state, and federal guidelines and goals  | Sustains an environment of collective responsibility and commitment to continuous improvement by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community |  |
| b.<br>Improvement<br>Process                         | Does not promote collaboration, resulting in barriers to understanding the strengths and needs of each student, groups of students, staff, and self | Recognizes the importance of collaborative decision making and seeks personal and systems leadership development to promote a collective responsibility for meeting the needs of each student, groups of students, staff, and self | Adopts a systems perspective and promotes coherence among improvement efforts and all aspects of school organization, programs, and services to align with the school's vision, mission, and goals | Sustains an environment of collective responsibility and commitment to continuous improvement by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community |  |

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| <p><b>c.</b><br/>Professional Learning</p>          | <p>Does not promote collaboration, resulting in barriers to understanding the strengths and needs of each student, groups of students, staff, and self</p> | <p>Recognizes the importance of meeting the needs of each student, groups of students, staff, and self, and seeks personal and systems leadership development to understand how the professional growth of staff and self impacts continuous improvement</p>   | <p>Implements a school-wide documented professional learning plan that is developed based on staff input, aligned to the school's continuous improvement processes, and evaluated and adjusted based on participant feedback and student outcome data</p> | <p>Sustains an environment of collective responsibility and commitment to continuous improvement by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community</p> |
| <p><b>d.</b><br/>Decision-Making Process</p>        | <p>Does not promote communication, resulting in barriers to establishing trust within the educational community</p>  | <p>Recognizes the importance of confidence in the system, and seeks personal and systems leadership development to establish a decision-making process, utilizing the collective efforts of all members of the educational community</p>                       | <p>Manages the process of change within the school, communicating the need and process for change so that it is fully understandable, consistent, and transparent, and utilizing the collective efforts of all members of the educational community</p>   | <p>Sustains an environment of collective responsibility and commitment to continuous improvement by framing critical questions, identifying issues and investing in staff and self to maximize impact and influence on the educational community</p>  |
| <p><b>e.</b><br/>Awareness &amp; Responsiveness</p> | <p>Does not promote collaboration, resulting in barriers to understanding the strengths and needs of each student, groups of students, staff, and self</p> | <p>Recognizes the importance of meeting the needs of each student, groups of students, staff, and self, and seeks personal and systems leadership development to utilize cultural responsiveness to meet the contextual needs of the educational community</p> | <p>In collaboration with the educational community, aligns the school's curriculum and high-quality instructional materials to district and state content standards to ensure cultural responsiveness and high expectations for student learning</p>      | <p>Sustains an environment of collective responsibility and commitment to continuous improvement by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community</p> |

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| <b>f.</b><br>Perspectives         | Does not promote communication, resulting in barriers to the impact of the educational community on the system  | Recognizes the importance of systems growth, and seeks personal and systems leadership development to integrate diverse perspectives into the vision, mission, and goals of the school  | Creates and sustains strategic partnerships with diverse groups of community leaders, keeping them informed and seeking their perspectives on issues affecting the school  | Sustains an environment of collective responsibility and commitment to continuous improvement by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community |
| <b>g.</b><br>Data Lens            | Does not promote collaboration, resulting in barriers to understanding the strengths and needs of each student, student groups, staff members, and self | Recognizes the importance of data-informed decision making, and seeks support and development to gain multiple data perspectives to meet the needs of each student, student groups, staff members, and self   | In collaboration with the educational community, monitors the achievement of each student group and other sources of data to make informed decisions about student learning, teacher effectiveness, and continuous improvement | Sustains an environment of collective responsibility and commitment to continuous improvement by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community |
| <b>h.</b><br>Learning Communities | Does not promote collaboration, resulting in barriers to understanding the strengths and needs of each student, student groups, staff members, and self | Recognizes the importance of understanding the strengths and needs of each student, student groups, staff members, and self, and seeks personal and systems leadership to promote a collective responsibility for learning and growth opportunities | Coordinates collaborative school-wide learning communities that meet to reflect on professional practice, examine student data, and identify strategies directly applicable to improving instruction and learning              | Sustains an environment of collective responsibility and commitment to continuous improvement by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community |

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| <p>i.<br/>Engagement<br/>Efforts</p> | <p>Does not promote communication, resulting in barriers to understanding the strengths and needs of each student, groups of students, staff, and self</p> | <p>Recognizes the importance of meeting the needs of each student, groups of students, staff, and self, and seeks support and development to understand the impact of family and community engagement opportunities on continuous improvement efforts</p> | <p>Monitors the effectiveness of family and community engagement efforts and regularly uses results to inform continuous improvement efforts</p> | <p>Sustains an environment of collective responsibility and commitment to continuous improvement by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community</p> |
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| <br>Staff Support & Development | Staff Support and Development   |   |   |   |
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|  | <p>The principal, as an instructional leader, develops and supports the professional capacity and practice of personnel to maximize student learning opportunities and outcomes that align with district and state content standards and the school's vision, mission, and goals.</p> |   |   |   |
| Indicator  | Ineffective<br>[Awareness]  | Developing<br>[Understanding]   | Effective<br>[Application]  | Highly Effective<br>[Systems]   |
| <b>a.</b><br>Climate   | Does not promote collaboration, resulting in barriers to a climate of support and development   | Recognizes the importance of a climate of support and development, and seeks personal and systems leadership development to promote a collective responsibility for meeting the needs of all staff and self | Builds a climate of trust, responsiveness, and equity in decision making that is based on the needs and voices of each staff member   | Sustains an environment of collective responsibility and commitment to support and development by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community |
| <b>b.</b><br>Common Language of Instruction  | Does not promote collaboration, resulting in barriers to clear performance expectations   | Recognizes the importance of a common language of instruction and seeks personal and systems leadership development to promote a collective responsibility for meeting the needs of all staff and self      | Implements a performance evaluation system for teachers and instructional support staff based on a common instructional language and effective teaching practices   | Sustains an environment of collective responsibility and commitment to support and development by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community |
| <b>c.</b><br>Professional Dialogue   | Does not promote collaboration, resulting in barriers to professional growth of all staff and self  | Recognizes the importance of professional dialogue for improving practice, and seeks personal and systems leadership to enhance the impact of instructional leadership on learning and growth opportunities | Observes instructional staff formally and informally and provides specific, actionable, and timely feedback to improve instructional practice, and takes action to provide each instructional staff member with the supports and development needed | Sustains an environment of collective responsibility and commitment to support and development by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community |

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| <p><b>d.</b><br/>Professional Growth &amp; Development</p> | <p>Does not promote collaboration, resulting in barriers to professional growth of all staff and self</p>  | <p>Recognizes the importance of professional growth, and seeks personal and systems leadership to enhance the impact of instructional leadership on learning and growth opportunities</p>  | <p>Leads efforts for the development and implementation of differentiated learning and growth opportunities in the areas of professional knowledge, skills, and practice for individual teachers and staff members</p>   | <p>Sustains an environment of collective responsibility and commitment to support and development by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community</p> |
| <p><b>e.</b><br/>Instructional Expectations</p>            | <p>Does not promote collaboration, resulting in barriers to understanding the needs of each student, student groups, staff members, and self</p> | <p>Recognizes the importance of meeting the needs of each student, student groups, staff members, and self, and seeks personal and systems leadership to enhance the impact of instructional leadership on learning and growth opportunities</p> | <p>Engages in ongoing professional dialogue with instructional staff to ensure high quality instructional materials and evidence-based, district-supported strategies are fully implemented as intended, resulting in increased student growth and achievement</p> | <p>Sustains an environment of collective responsibility and commitment to support and development by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community</p> |
| <p><b>f.</b><br/>Human Capital</p>                         | <p>Does not promote collaboration, resulting in barriers to student access and learning opportunities</p>  | <p>Recognizes the importance of student access and opportunities, and seeks personal and systems leadership development to make data-informed human capital decisions</p>  | <p>Develops and implements a systematic recruitment and retention plan that includes analysis of multiple sources of data to ensure equitable access to effective educators for each student</p>   | <p>Sustains an environment of collective responsibility and commitment to support and development by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community</p> |
| <p><b>g.</b><br/>Staff Strengths</p>                       | <p>Does not promote collaboration, resulting in barriers to understanding the strengths and needs of all staff members and self</p>              | <p>Recognizes the importance of meeting the needs of all staff members, and seeks personal and systems leadership development to create a vision that aligns with strengths of staff and self</p>  | <p>Mentors emerging staff leaders to build leadership capacity within the school community</p>   | <p>Sustains an environment of collective responsibility and commitment to support and development by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community</p> |

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| Operations & Management<br> | Operations and Management  |   |   |   |
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|  | The principal manages the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff. |   |   |   |
| Indicator  | Ineffective<br>[Awareness]   | Developing<br>[Understanding]   | Effective<br>[Application]  | Highly Effective<br>[Systems]   |
| a.<br>Policy & Procedure   | Does not promote communication, resulting in barriers to collaborative decision making   | Recognizes the importance of collaborative decision making, and seeks personal and systems leadership development to promote a collective responsibility for the development of policies, protocols, and daily operations | In collaboration with the educational community, establishes, implements, and communicates the school's policies, protocols, and daily operations to promote the vision, mission, and goals of the school | Sustains an environment of a collective responsibility and commitment to operations and management by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community |
| b.<br>Conflict   | Does not promote communication, resulting in barriers to collaborative decision making   | Recognizes the importance of collaborative decision making, and seeks personal and systems leadership development to promote a collective responsibility for the development of a conflict resolution process             | Creates, implements, and sustains a system of conflict resolution among all members of the educational community that aligns with the vision, mission, and goals of the school                            | Sustains an environment of a collective responsibility and commitment to operations and management by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community |

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| <p><b>c.</b><br/>Community Resources</p> | <p>Does not promote communication, resulting in barriers to learning and growth opportunities for all students, families, staff members, and self</p>          | <p>Recognizes the importance of learning and growth opportunities for all members of the education community, and seeks personal and systems leadership development to promote family and community engagement</p>                         | <p>Promotes the school as a community center and resource for families and community members</p>  | <p>Sustains an environment of a collective responsibility and commitment to operations and management by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community</p> |
| <p><b>d.</b><br/>Data System</p>         | <p>Does not promote communication, resulting in barriers to understanding the strengths and needs of each student, groups of students, staff, and self</p>     | <p>Recognizes the importance of meeting the needs of each student, groups of students, staff, and self, and seeks personal and systems leadership to support continuous improvement efforts with evidence of effectiveness</p>             | <p>Maintains an organized data system and uses the system consistently to communicate actionable information about classroom and continuous improvement with the educational community</p>  | <p>Sustains an environment of a collective responsibility and commitment to operations and management by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community</p> |
| <p><b>e.</b><br/>Data Analysis</p>       | <p>Does not promote collaboration, resulting in barriers to understanding the strengths and needs of each student, student groups, staff members, and self</p> | <p>Recognizes the importance of meeting the needs of each student, student groups, staff members, and self, and seeks personal and systems leadership to prioritize student access when making programming and human capital decisions</p> | <p>In collaboration with the educational community, uses multiple sources of relevant data to ensure academic and social interventions, accommodations, and curricular and extracurricular activities are available to meet the strengths and needs of each student</p> | <p>Sustains an environment of a collective responsibility and commitment to operations and management by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community</p> |

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| <p><b>f.</b><br/>Regulations,<br/>Policies &amp;<br/>Laws</p> | <p>Does not promote communication, resulting in barriers to engaging the educational community</p>   | <p>Recognizes the importance of keeping the educational community informed and seeks personal and systems leadership development to utilize compliance activities to enhance continuous improvement</p>                    | <p>Informs the development of, complies with, and helps the educational community understand local, state, and federal regulations, policies, and laws that impact the learning environment</p> | <p>Sustains an environment of a collective responsibility and commitment to operations and management by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community</p> |
| <p><b>g.</b><br/>Budget</p>                                   | <p>Does not promote communication, resulting in barriers to student access and learning opportunities</p>  | <p>Recognizes the importance of student access and learning opportunities for all, and seeks personal and systems leadership development to prioritize resources</p>   | <p>Engages in responsible, ethical, and accountable budgeting and accounting practices</p>  | <p>Sustains an environment of a collective responsibility and commitment to operations and management by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community</p> |
| <p><b>h.</b><br/>Managing &amp;<br/>Monitoring</p>            | <p>Does not promote collaboration, resulting in barriers to a safe and healthy learning environment</p>  | <p>Recognizes the importance of the learning environment, and seeks personal and systems leadership development to engage in collaborative decision making for site management</p>   | <p>Manages and monitors the school's site, facilities, services, and equipment to maintain a safe, clean, healthy learning environment</p>  | <p>Sustains an environment of a collective responsibility and commitment to operations and management by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community</p> |
| <p><b>i.</b><br/>Building<br/>Capacity</p>                    | <p>Does not promote communication, resulting in barriers to understanding the strengths and needs of each student, student groups, staff members, and self</p> | <p>Recognizes the importance of meeting the needs of each student, groups of students, staff members, and self, and seeks personal and systems leadership development to identify data to inform professional capacity</p> | <p>Manages staff resources, assigning staff members to roles that optimize their professional capacity to address each student's strengths and needs</p>  | <p>Sustains an environment of a collective responsibility and commitment to operations and management by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community</p> |

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| <br>Culture for Learning | Culture of Learning   |   |  |   |
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|   | The principal, as an instructional leader, cultivates and nurtures an inclusive, caring, and supportive learning environment that promotes the academic success and well-being of each member of the educational community. |   |  |   |
| Indicator   | Ineffective<br>[Awareness]  | Developing<br>[Understanding]   | Effective<br>[Application]   | Highly Effective<br>[Systems]   |
| <b>a.</b><br>Establishing the Culture   | Does not promote communication, resulting in barriers to a safe and healthy learning environment  | Recognizes the importance of a safe and healthy environment, and seeks personal and systems leadership development to establish a culture of learning for all | Is consistently visible in the school and community, leads efforts to create and sustain a safe and healthy learning environment of respect and rapport based on clear guidelines for appropriate behavior, and addresses student and staff conduct in a positive, fair, unbiased manner | Sustains an environment of collective responsibility and commitment to a culture of learning by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community |

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| <p><b>b.</b><br/>Student-Centered Culture</p>                 | <p>Does not promote communication, resulting in barriers to understanding the strengths and needs of each student, groups of students, staff, and self</p>         | <p>Recognizes the importance of meeting the needs of each student, groups of students, staff, and self, and seeks personal and systems leadership to promote a collective responsibility for learning and growth opportunities</p>         | <p>Articulates a vision that defines a student-centered school culture, and creates and sustains school conditions that ensure equitable access to learning and development opportunities for each student, staff member, and self</p> | <p>Sustains an environment of collective responsibility and commitment to a culture of learning by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community</p> |
| <p><b>c.</b><br/>Continuum of Support</p>                     | <p>Does not promote communication, resulting in barriers to understanding the strengths and needs of each student, and groups of students</p>                      | <p>Recognizes the importance of collaboration in meeting the needs of each student and groups of students, and seeks personal and systems leadership to identify data to inform student support and growth opportunities</p>               | <p>Implements a systemic process, using multiple sources of relevant data, to provide a layered continuum of support to meet the academic, physical, social-emotional, and mental health needs of each student</p>                     | <p>Sustains an environment of collective responsibility and commitment to a culture of learning by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community</p> |
| <p><b>d.</b><br/>Learning &amp; Development Opportunities</p> | <p>Does not promote collaboration, resulting in barriers to understanding the strengths and needs of each student, groups of students, staff members, and self</p> | <p>Recognizes the importance of meeting the needs of each student, groups of students, staff members, and self, and seeks personal and systems leadership to promote a collective responsibility for learning and growth opportunities</p> | <p>Supports protocols and practices that provide collaboration time among staff, cultivating mutual respect, collegiality, and collective responsibility for meeting student and staff goals</p>                                       | <p>Sustains an environment of collective responsibility and commitment to a culture of learning by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community</p> |

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| <p><b>e.</b><br/>Sustainable Culture</p>                           | <p>Does not promote communication, resulting in barriers to a culture of learning for each student, groups of students, staff, and self</p> | <p>Recognizes the importance of developing a culture of learning, and seeks personal and systems leadership development to promote data-informed decision making based on the strengths of each student, groups of students, staff members, and self</p>               | <p>Promotes high expectations and mutual accountability, recognizes successes of students and staff, and uses multiple sources of relevant data to monitor the climate and culture of the educational community</p>  | <p>Sustains an environment of collective responsibility and commitment to a culture of learning by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community</p> |
| <p><b>f.</b><br/>Awareness of Student Access and Opportunities</p> | <p>Does not promote collaboration, resulting in barriers to student access and learning opportunities</p>                                   | <p>Recognizes the importance of student access and learning opportunities, and seeks personal and systems leadership development to understand the impact of protocols and practices on each student, student groups, and all members of the educational community</p> | <p>Models cultural competence and responsiveness and collaborates with the educational community to create, implement, and sustain systemic instructional protocols and practices that confront and eliminate institutional bias and student marginalization</p>             | <p>Sustains an environment of collective responsibility and commitment to a culture of learning by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community</p> |
| <p><b>g.</b><br/>Contextual Awareness</p>                          | <p>Does not promote collaboration, resulting in barriers to student access and learning opportunities</p>                                   | <p>Recognizes the importance of student access and learning opportunities, and seeks personal and systems leadership development to promote an inclusive environment and collective responsibility for student success</p>   | <p>Recognizes diversity as an asset, and creates and sustains a learning environment in which all students, staff, and community members are known, accepted, valued, trusted and respected, and encouraged to be active and responsible members of the school community</p> | <p>Sustains an environment of collective responsibility and commitment to a culture of learning by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community</p> |

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## Nebraska Teacher and Principal Performance Standards (NTPPS)

# Principal Rubrics

November 2021

Office of  
Coordinated  
School and  
District Support



|                                       |   |   |  |  |
|---------------------------------------|---|---|--|--|
| <p><b>h.</b><br/>Community Impact</p> | <p>Does not promote collaboration, resulting in barriers to student access and learning opportunities</p> | <p>Recognizes the importance of student access and opportunities, and seeks personal and systems leadership development to integrate diverse perspectives into the vision, mission, and goals of the school</p> | <p>Utilizes and promotes the cultural, social, and intellectual resources of the community</p> | <p>Sustains an environment of collective responsibility and commitment to a culture of learning by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community</p> |
|---------------------------------------|---|---|--|--|

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**Nov 23, 2021 Nebraska Department of Education Office of Coordinated School and District Support**



Supporting  
Educator  
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| Professional Ethics and Advocacy                    |  |  |   |  |
|---|--|--|---|--|
|   | <p>The principal, as an instructional leader, exhibits a high level of professional ethics and advocates for policies of equity and excellence in support of the vision, mission, and goals of the school.</p> |  |   |  |
|   | Indicator  | Ineffective<br>[Awareness]   | Developing<br>[Understanding]   | Effective<br>[Application]   |
| a.<br>Personal<br>Responsibility                    | Does not promote communication, resulting in barriers to establishing trust within the educational community   | Recognizes the importance of confidence in the system, and seeks personal and systems leadership development to establish trust and respect within the educational community | Places students at the center of education and shares a collective responsibility for each student's academic success and well-being                                    | Sustains an environment of collective responsibility and commitment to the profession by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community |
| b.<br>Navigating the<br>Professional<br>Environment | Does not promote communication, resulting in barriers to establishing trust within the educational community   | Recognizes the importance of confidence in the system, and seeks personal and systems leadership development to establish trust and respect within the educational community | Proactively navigates the political, social, economic, legal, and cultural environment in which the school exists in support of the school's vision, mission, and goals | Sustains an environment of collective responsibility and commitment to the profession by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community |

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|   |   |   |   |   |
|---|---|---|---|---|
| <p><b>c.</b><br/>Trust &amp; Relationships</p>          | <p>Does not promote communication, resulting in barriers to establishing trust within the educational community</p> | <p>Recognizes the importance of confidence in the system, and seeks personal and systems leadership development to establish trust and respect within the educational community</p> | <p>Protects the established rights and confidentiality of students and staff</p>  | <p>Sustains an environment of collective responsibility and commitment to the profession by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community</p> |
| <p><b>d.</b><br/>Ethical Behavior</p>                   | <p>Does not promote communication, resulting in barriers to establishing trust within the educational community</p> | <p>Recognizes the importance of confidence in the system, and seeks personal and systems leadership development to establish trust and respect within the educational community</p> | <p>Models ethical behavior, acting according to and promoting the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, reflective practice, and personal continuous improvement</p>       | <p>Sustains an environment of collective responsibility and commitment to the profession by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community</p> |
| <p><b>e.</b><br/>Personal Accountability</p>            | <p>Does not promote communication, resulting in barriers to establishing trust within the educational community</p> | <p>Recognizes the importance of confidence in the system, and seeks personal and systems leadership development to establish trust and respect within the educational community</p> | <p>Holds self and others in the educational community accountable for adhering to established standards of integrity and ethical behavior and handles conflict resolution with professionalism</p>                                | <p>Sustains an environment of collective responsibility and commitment to the profession by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community</p> |
| <p><b>f.</b><br/>Engaging the Educational Community</p> | <p>Does not promote communication, resulting in barriers to establishing trust within the educational community</p> | <p>Recognizes the importance of confidence in the system, and seeks personal and systems leadership development to establish trust and respect within the educational community</p> | <p>Engages in purposeful, positive conversations and activities throughout the educational community to advocate publicly for the importance of education, the needs of students, staff, and self, and educational priorities</p> | <p>Sustains an environment of collective responsibility and commitment to the profession by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community</p> |

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|                                     |   |  |  |   |
|-------------------------------------|---|--|--|---|
| <p><b>g.</b><br/>Relationships</p>  | <p>Does not promote communication, resulting in barriers to establishing trust within the educational community</p> | <p>Recognizes the importance of confidence in the system, and seeks personal and systems leadership development to understand the impact of leadership development on trust from the educational community</p> | <p>Builds and maintains sound relationships with the educational community, including staff and students, based upon personal integrity, dignity, and mutual respect</p> | <p>Sustains an environment of collective responsibility and commitment to the profession by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community</p> |
| <p><b>h.</b><br/>Growth of Self</p> | <p>Does not promote communication, resulting in barriers to establishing trust within the educational community</p> | <p>Recognizes the importance of confidence in the system, and seeks personal and systems leadership development to understand the impact of leadership development on trust from the educational community</p> | <p>Assumes responsibility for professional growth and leadership development both as an individual and as a member of a learning community</p>                           | <p>Sustains an environment of collective responsibility and commitment to the profession by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community</p> |

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## SUMMATIVE PRINCIPAL OR SCHOOL/DISTRICT ADMINISTRATOR

### EVALUATION—PERMANENT ADMINISTRATORS

District Name: Shelton Public Schools

Date: Click here to enter text.

#### ADMINISTRATOR INFORMATION

|                              |                              |                     |                           |
|------------------------------|------------------------------|---------------------|---------------------------|
| Principal/Administrator Name | Click here to enter text.    | Assignment:         | Click here to enter text. |
| School(s)                    | 1. Click here to enter text. | Evaluator:          | Click here to enter text. |
|                              | 2. Click here to enter text. | School Year:        | Click here to enter text. |
|                              | 3. Click here to enter text. | Date of Evaluation: | Click here to enter text. |

#### Part I: Nebraska Effective Practices (see detailed Frameworks rubrics)

**EFFECTIVE PRACTICE: (1) Vision For Learning.** The principal establishes and communicates a vision for teaching and learning that results in improved student achievement.

| Evaluator Rating                        | Description  |
|---|--|
| <input type="checkbox"/> Exemplary      | The principal implements a systematic and comprehensive analysis of multiple sources of data and collaborates with a wide range of school and community members in order to shape a vision of teaching and learning that results in a high level of student achievement and the closing of achievement gaps. |
| <input type="checkbox"/> Proficient     | The principal analyzes multiple sources of data and engages key school and community members in order to shape a vision of teaching and learning designed to result in improved student achievement.   |
| <input type="checkbox"/> Basic          | The principal conducts a limited analysis of data on current practices and outcomes and is inconsistent in engaging school and community members in shaping a vision of teaching and learning designed to result in improved student achievement.  |
| <input type="checkbox"/> Unsatisfactory | The principal ineffectively analyzes data, or fails to engage key school and community members in shaping a vision of teaching and learning designed to result in improved student achievement.  |

#### Evaluator's Comments

Click here to enter text.

**EFFECTIVE PRACTICE: (2) Continuous School Improvement.** The principal leads a continuous school improvement process that results in improved student performance and school effectiveness.

| Evaluator Rating                        | Description  |
|---|--|
| <input type="checkbox"/> Exemplary      | In collaboration with staff, students, parents, and patrons, the principal leads a systematic continuous school improvement process that consistently strengthens teaching and learning and that results in improved student performance and school effectiveness. |
| <input type="checkbox"/> Proficient     | The principal leads a systematic continuous school improvement process that consistently results in improved student performance and school effectiveness.   |
| <input type="checkbox"/> Basic          | The principal leads a continuous school improvement process but with inconsistent outcomes; as a result, increases in student performance and school effectiveness are limited.  |
| <input type="checkbox"/> Unsatisfactory | The principal is ineffective in leading the continuous school improvement process and fails to develop essential components of the process.  |
| <b>Evaluator's Comments</b>             |  |
| Click here to enter text.               |  |

**EFFECTIVE PRACTICE: (3) Instructional Leadership.** The principal provides leadership to ensure the implementation of a rigorous curriculum, the use of effective teaching practices, and accountability for results.

| Evaluator Rating                        | Description   |
|---|---|
| <input type="checkbox"/> Exemplary      | The principal provides systematic and collaborative leadership to implement a rigorous curriculum, highly effective instruction, and accountability for student learning. |
| <input type="checkbox"/> Proficient     | The principal provides leadership to ensure the implementation of a rigorous curriculum, effective instruction, and accountability for student learning.                  |
| <input type="checkbox"/> Basic          | The principal provides limited leadership toward the implementation of a rigorous curriculum, effective instruction, and accountability for student learning.             |
| <input type="checkbox"/> Unsatisfactory | The principal fails to provide effective leadership toward the implementation of a rigorous curriculum, effective instruction, and accountability for student learning.   |
| <b>Evaluator's Comments</b>             |   |
| Click here to enter text.               |   |

**EFFECTIVE PRACTICE: (4) Culture for Learning.** The principal creates a school culture that enhances the academic, social, physical, and emotional development of all students.

| Evaluator Rating                        | Description   |
|---|---|
| <input type="checkbox"/> Exemplary      | The principal collaborates effectively with staff to create and maintain a school culture that enhances the academic, social, physical, and emotional development of all students   |
| <input type="checkbox"/> Proficient     | The principal creates a school culture that enhances the academic, social, physical, and emotional development of all students.   |
| <input type="checkbox"/> Basic          | The principal attempts to create a school culture that enhances the academic, social, physical, and emotional development of students, but these efforts may lack consistency or effectiveness.                                 |
| <input type="checkbox"/> Unsatisfactory | The principal fails to provide the leadership to create or maintain a school culture that enhances the academic, social, physical, and emotional development of students. The school culture may be negative or non-productive. |
| <b>Evaluator's Comments</b>             |   |

Click here to enter text.

**EFFECTIVE PRACTICE: (5) Systems Management.** The principal manages the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff.

| Evaluator Rating                        | Description  |
|---|--|
| <input type="checkbox"/> Exemplary      | The principal has a broad and deep understanding of school management functions and systematically undertakes them. The principal's highly effective management of the organization, operations, and resources of the school results in a learning environment that is safe, highly effective, and highly efficient.   |
| <input type="checkbox"/> Proficient     | The principal ensures a safe, efficient, and effective learning environment for students and staff by competently managing the organization, operations, and resources of the school.  |
| <input type="checkbox"/> Basic          | The principal displays a basic understanding of and willingness to carry out school management functions, but he/she is inconsistent or not fully effective in managing, the organization, operations, and resources of the school. As a result, the school may demonstrate some problems, resulting in a learning environment that has some concerns related to safety, efficiency, or effectiveness. |
| <input type="checkbox"/> Unsatisfactory | The principal's understanding of management functions is incomplete or his/her willingness or ability to carry out those functions is limited. The principal ineffectively manages the organization, operations, and resources of the school, resulting in a school that has an unsafe, inefficient, or ineffective learning environment.  |

**Evaluator's Comments**

Click here to enter text.

**EFFECTIVE PRACTICE: (6) Staff Leadership.** The principal uses effective personnel practices to select, develop, support, and lead high-quality teachers and non-teaching staff.

| Evaluator Rating                        | Description  |
|---|--|
| <input type="checkbox"/> Exemplary      | The principal uses innovative personnel practices to consistently recruit, select, develop, support, retain, and lead high-quality teachers and non-teaching staff.  |
| <input type="checkbox"/> Proficient     | The principal uses effective personnel practices to consistently recruit, select, develop, support, retain, and lead high-quality teachers and non-teaching staff.   |
| <input type="checkbox"/> Basic          | The principal's understanding and use of effective personnel practices is inconsistent or ineffective, resulting in less than effective recruitment, selection, and development of high-quality staff members. |
| <input type="checkbox"/> Unsatisfactory | The principal fails to effectively recruit, select, develop, and retain high-quality staff members; he/she does not use effective personnel practices.   |

**Evaluator's Comments**

Click here to enter text.

**EFFECTIVE PRACTICE: (7) Developing Relationships.** The Principal promotes and supports productive relationships with students, staff, families, and the community.

| Evaluator Rating | Description |
|------------------|-------------|
|------------------|-------------|

|   |  |
|---|--|
| <input type="checkbox"/> Exemplary      | The principal promotes and supports productive relationships with students, staff, families, and the community, actively seeks diverse viewpoints, and builds a strong network of support for the school's vision and mission.   |
| <input type="checkbox"/> Proficient     | The principal promotes and supports productive relationships with students, staff, families, and the community that support the school's vision and mission.   |
| <input type="checkbox"/> Basic          | The principal attempts to promote and support productive relationships with students, staff, families, and the community, but these attempts maybe haphazard or less than fully effective. . As a result, relationships within the school and between the school and community are generally acceptable, but somewhat below the desired level of support for the school and its mission. |
| <input type="checkbox"/> Unsatisfactory | The principal fails to effectively engage in the conversations and activities necessary to develop positive, productive relationships with students, staff, families, and the community and build support for the school's vision and mission. As a result, relationships within the school and between the school and community are often negative.                                     |
| <b>Evaluator's Comments</b>             |  |
| Click here to enter text.               |  |

|  |   |
|--|---|
| <b>EFFECTIVE PRACTICE: (8) Professional Ethics and Advocacy.</b> The principal acts with fairness, integrity, and a high level of professional ethics, and advocates for policies of equity and excellence in support of the vision of the school. |   |
| <b>Evaluator Rating</b>  | <b>Description</b>  |
| <input type="checkbox"/> Exemplary   | The principal models an exceptionally high level of fairness, integrity, and professional ethics and provides leadership to his staff and colleagues in these qualities; the principal is a strong advocate for policies of equity and excellence in support of the vision of the school. |
| <input type="checkbox"/> Proficient  | The principal consistently acts with fairness, integrity, and a high level of professional ethics, and advocates for policies of equity and excellence in support of the vision of the school.  |
| <input type="checkbox"/> Basic   | The principal usually acts with fairness, integrity and an acceptable level of professional ethics; he/she advocates for policies of equity and excellence but may be inconsistent or less than fully effective in doing so.  |
| <input type="checkbox"/> Unsatisfactory  | The principal does not routinely act with the expected degree of fairness, integrity, and professional ethics and lapses in these behaviors may occur; he/she is not an effective advocate for his/her school or the educational system.  |
| <b>Evaluator's Comments</b>  |   |
| Click here to enter text.  |   |

|                                       |
|---------------------------------------|
| <b>Summary of Effective Practices</b> |
| <b>Areas of Strength</b>              |
| Click here to enter text.             |
| <b>Areas for Development</b>          |

Click here to enter text.

- Plan for Improvement attached (required for rating of "Basic" on any of the Effective Practices)
- Plan of Assistance attached (required for rating of "Unsatisfactory" on any of the Effective practices)

### Additional Comments

Click here to enter text.

## Part II: Principal/Administrator Action Plans. Combined rating. (Attach Action Plan templates)

| Evaluator Rating                        | Description   |
|---|---|
| <input type="checkbox"/> Exemplary      | Results across all Action Plans demonstrate that objectives have been met or exceeded to a significant degree. Improvement in student achievement or school/district performance as a result of the Plans exceeds expectations. Plan design is exemplary and implementation strategies were carried out in a highly effective fashion. The results can serve as a model for other administrators.           |
| <input type="checkbox"/> Proficient     | Results across all Action Plans demonstrate that objectives have been met or nearly met on an overall basis. Significant improvement in student achievement or school/district performance as a result of the Plans is evident. Plan design evidenced appropriate quality and/or rigor and implementation strategies were carried out effectively.  |
| <input type="checkbox"/> Basic          | Results across all Action Plans demonstrate that objectives have been met in part. Some improvement in student achievement or school district performance as a result of the Plans is evident. Plan design may have been somewhat lacking in quality and/or rigor and implementation strategies were not carried out as effectively as expected.  |
| <input type="checkbox"/> Unsatisfactory | Results across all Action Plans demonstrate that objectives have not been achieved or have been achieved at a level that is significantly below expectations. Improvement in student achievement or school/district performance as a result of the Plans has been minimal. Plan design may have evidenced insufficient quality and/or rigor and implementation strategies were not carried out effectively. |
| <b>Evaluator's Comments</b>             |   |
| Click here to enter text.               |   |

- Plan for Improvement attached (required for rating of "Basic")
- Plan for Assistance attached (required for rating of "Unsatisfactory")

## Part III: Individual Professional Development Plan. (Attach plan)

| Evaluator Rating                   | Description   |
|------------------------------------|---|
| <input type="checkbox"/> Exemplary | The Individual Professional Development Plan's goals have been met or exceeded in all respects. There is evidence that implementation and completion of the Plan has led to significant, positive, and lasting change in job performance. |

|   |  |
|---|--|
| <input type="checkbox"/> Proficient     | The Individual Professional Development Plan's goals have been met or nearly met on an overall basis. There is evidence that implementation and completion of the Plan has led to a positive change in job performance.                        |
| <input type="checkbox"/> Basic          | The Individual Professional Development Plan's goals have not been met or have been only partially met on an overall basis. There is limited evidence to date that implementation of the Plan has led to a positive change in job performance. |
| <input type="checkbox"/> Unsatisfactory | The Individual Professional Development Plan's goals have not been met to a satisfactory degree. Implementation of the Plan has not led to a positive change in job performance.   |
| <b>Evaluator's Comments</b>             |  |
| Click here to enter text.               |  |

- Plan for Improvement attached (required for rating of "Basic")
- Plan for Assistance attached (required for rating of "Unsatisfactory")

| <b>Part IV: Local District Standards (Optional)</b> |                                 |                             |
|---|---------------------------------|-----------------------------|
| <b>Local District Standards</b>                     | <b>Meets District Standards</b> |                             |
| Click here to enter text.                           | <input type="checkbox"/> Yes    | <input type="checkbox"/> No |
| Click here to enter text.                           | <input type="checkbox"/> Yes    | <input type="checkbox"/> No |
| Click here to enter text.                           | <input type="checkbox"/> Yes    | <input type="checkbox"/> No |
| Click here to enter text.                           | <input type="checkbox"/> Yes    | <input type="checkbox"/> No |

| <b>Overall Rating for Local District Standards Meets Districts Standards</b> |                             |
|--|-----------------------------|
| <input type="checkbox"/> Yes   | <input type="checkbox"/> No |
| <b>Evaluator' Comments</b>   |                             |
| Click here to enter text.  |                             |

| <b>Part V: Overall Rating</b>      |   |
|------------------------------------|---|
| <b>Evaluator Rating</b>            | <b>Description</b>  |
| <input type="checkbox"/> Exemplary | In the judgment of the evaluator based on a review of the evidence collected, the principal or school/district administrator meets district performance standards for all evaluative criteria and |

|   |  |
|---|--|
|   | exceeds expected performance in many respects. He/she is actively engaged in professional improvement and provides leadership to other school/district administrators.   |
| <input type="checkbox"/> Proficient     | In the judgment of the evaluator based on a review of the evidence collected, the principal or school/district administrator meets district performance standards for the evaluative criteria on an overall basis and is actively engaged in professional improvement and school and/or district leadership efforts. |
| <input type="checkbox"/> Basic          | In the judgment of the evaluator based on a review of the evidence collected, the principal or school/district administrator meets district performance standards for most evaluative criteria and is satisfactorily participating in an improvement plan for those criteria rated below "Proficient."               |
| <input type="checkbox"/> Unsatisfactory | In the judgment of the evaluator based on a review of the evidence collected, the principal or school/district administrator does not meet district performance standards for a significant segment of the evaluative criteria and improvement efforts have been inadequate.   |
| <b>Evaluator's Comments</b>             |  |
| Click here to enter text.               |  |

|                              |
|------------------------------|
| <b>Evaluator Comments</b>    |
| <b>Areas of Strength</b>     |
| Click here to enter text.    |
| <b>Areas for Development</b> |
| Click here to enter text.    |

- Plan for Improvement attached (required for Overall rating of "Basic")
- Plan for Assistance attached (required for Overall rating of "Unsatisfactory")

### Additional Comments

Click here to enter text.

Evaluator Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Principal/Administrator Signature: \_\_\_\_\_

Date: \_\_\_\_\_

*My signature certifies that the evaluation results have been discussed with me. I understand my signature does not necessarily indicate agreement and that I may respond in writing to any issues contained in the evaluation.*

### Part VI: Attachments (attach the following items)

1. Record of Evaluation Activities
2. Annual Self-Assessment (Optional)
3. Onsite Observation Summaries
4. Action Plans
5. Individual Professional Development Plan
6. Plan for Improvement (if any)
7. Plan of Assistance (if any)

**Part VII: Record of Evaluation Activities (Summative Year)**

| <b>Activity</b>   | <b>Date</b> | <b>Principal/Administrator Signature</b> | <b>Evaluator Signature</b> |
|---|-------------|--|----------------------------|
| Orientation   |             |  |                            |
| Annual Self-Assessment Completed and Submitted (Optional) |             |  |                            |
| Individual Professional Development Plan Approval         |             |  |                            |
| Action Plans Approval                                     |             |  |                            |
| <b>Dates of Site Visits</b>                               |             |  |                            |
| 1.  |             |  |                            |
| 2.  |             |  |                            |
| 3.  |             |  |                            |
| 4.  |             |  |                            |
| 5.  |             |  |                            |
| <b>Dates of Observation Conferences</b>                   |             |  |                            |
| 1.  |             |  |                            |
| 2.  |             |  |                            |
| 3.  |             |  |                            |
| 4.  |             |  |                            |
| 5.  |             |  |                            |
| <b>Action Plan Review Conference</b>                      |             |  |                            |
| <b>Action Plan Summative Conference</b>                   |             |  |                            |
| <b>IPD Plan Review Conference</b>                         |             |  |                            |
| <b>IDP Plan Summative Conference</b>                      |             |  |                            |
| <b>Summative Evaluation Conference</b>                    |             |  |                            |



Serving Central Nebraska since 1999

# MDM Pest & Termite Control

202 N Locust St, Grand Island, NE 68801

Grand Island: (308) 385-1615

Hastings: (402) 834-3188

Email: mdmpestcontrol@gmail.com



Residential  Commercial  Phone Number: ( ) - - Date of Bid: 7-21-25

Name: Shelton Public School

Service Address: \_\_\_\_\_ City Shelton Zip Code \_\_\_\_\_

Billing Address if Different \_\_\_\_\_ Total Sq Footage to treat: \_\_\_\_\_

Monthly \_\_\_\_\_ Quarterly \_\_\_\_\_ Twice A Year \_\_\_\_\_

### References:

Name \_\_\_\_\_ Name \_\_\_\_\_ Name \_\_\_\_\_

Phone \_\_\_\_\_ Phone \_\_\_\_\_ Phone \_\_\_\_\_

Details: SE building \$585.00 tax \$32.18 \$617.18  
N building \$720.00 tax \$39.60 \$759.60  
Total \$1,376.78

Do SE Building 1st

### TARGET PESTS

- Rats
- Mice
- German Roaches
- American Roaches
- Termites
- Ants
- Spiders
- Bed Bugs
- General PC
- Other

### SITE(S)

#### SITES CHEMICAL WAS APPLIED FOR AREAS TREATED

- Kitchen
- Living Room
- Bathrooms
- Bedrooms
- Dining Room
- Den
- Utility Room
- Basement
- Outside
- Attic
- Crawl Space
- Garage
- Ext. Service

### COMMERCIAL BUSINESS

- Produce Areas
- Rest Rooms
- Storage sheds
- Offices
- Meeting Rooms
- Areas Occupied by People
- Food Consumption Areas
- Food Preparation Areas
- Dumpster
- Laundry Rooms
- Maintenance Rooms
- Ext. Service

Bid Amount \$ \_\_\_\_\_ Tax \$ \_\_\_\_\_ Total Bid \$ \_\_\_\_\_

**THIS AGREEMENT PROVIDES FOR RETREATMENT OF THE INFESTED AREA OF THE COVERED STRUCTURE(S) IN THE EVENT THAT SUBTERRANEAN TERMITES REINFEST THE COVERED STRUCTURE(S), BUT THIS AGREEMENT DOES NOT PROVIDE FOR THE REPAIR OF DAMAGE CAUSED BY SUBTERRANEAN TERMITES.**



**Orkin Pest Control**  
**COMMERCIAL SUBTERRANEAN TERMITE PROGRAM**  
**BAIT TREATMENT AND MONITORING SERVICE RETREATMENT AGREEMENT**  
*(Does Not Cover Formosan Termites)*

GRID # \_\_\_\_\_

**THIS AGREEMENT IS CONTINGENT UPON THE APPROVAL AND SIGNATURE OF THE ORKIN BRANCH MANAGER, WHO HAS SOLE AUTHORITY TO EXECUTE IT ON BEHALF OF ORKIN.**

Orkin is hereby authorized to place bait stations in and around Customer's building described in the attached Treatment Report.  
**IMPORTANT:** Customer understands that Orkin will not be responsible for repairs to the structure or its contents caused by Subterranean termites. Service includes Bait System installation and monitoring as specified by Orkin, and may include liquid treatments as specified by Orkin. If during the effective period of this Agreement, Orkin, for whatever reason, changes the type of bait being used or ceases to offer a bait program in this area, an appropriate alternative treatment method will be determined by and performed by Orkin at no charge to the Customer. The bait stations and all components are not owned by the Customer and may be removed by Orkin at its discretion, at any time, for replacement with an alternative treatment method, upon the termination of this Agreement or if Orkin ceases to offer a bait program in this area. The Retreatment Service provided by this Agreement will remain in effect through any pre-paid period of coverage. Thereafter, Orkin will provide a Retreatment Service identical to that set forth in this Agreement for a renewal fee not to exceed the Annual Fee as set by this Agreement.

**Orkin services under this Agreement are expressly related to Subterranean termites. Customer expressly waives and releases Orkin from any liability for any claim or damages to the structure or its contents caused by an infestation of Wood Destroying Fungi, Formosan Termites, Boring Beetles, or other Wood Destroying Insects. Customer also waives and releases Orkin from liability for any claim or injuries, damages, or losses of whatever nature or type related to mold or fungal growth. Customer shall receive the following Service after the initial treatment is performed.**

**LIMITED 5-YEARRENEWABLE SUBTERRANEAN TERMITE RETREATMENT SERVICE ("Service") (CM):** So long as Customer complies with the Customer obligations below, Orkin will retreat the structure for Subterranean termites at no cost to Customer if a live infestation of Subterranean termites is found and all payments including Annual Fees are current. This Service will expire one (1) year from the date of initial treatment, unless it is renewed by the Customer. The Service may be renewed from year to year for a period that shall not exceed five (5) years from the date of the initial treatment. This Service does not cover any damage to the structure or contents. Customer agrees to keep conditions conducive such as firewood, trash, lumber, wood, mulch and protective ground covering which permit hidden termite entry from contact with the structure. Customer agrees to keep conditions conducive such as spray foam insulation, stucco construction, expanded polystyrene or Styrofoam molded foundation systems, other foam insulation, and siding (including vinyl, wood, and metal), which permit hidden termite entry, from contact with the ground, mulch or other protective ground covering. The existence of any of these conditions conducive shall void the Limited (Retreatment) Service. In the event the premises are structurally modified or altered (to include installation of spray foam insulation), or if soil is removed or added around the foundation, Customer will notify Orkin in writing prior to such addition or alteration and will purchase the additional treatment required by the changes. Failure to do so will void the Limited (Retreatment) Service. **ORKIN IS PERFORMING A LIMITED (RETREATMENT) SERVICE AND EXPRESSLY DISCLAIMS ANY GUARANTEE OF ANY KIND, WHETHER EXPRESS OR IMPLIED FOR ANY INJURY OR DAMAGE RELATED TO THE LIMITED (RETREATMENT) SERVICE PERFORMED. CUSTOMER EXPRESSLY RELEASES ORKIN FROM ANY CLAIMS FOR TERMITE DAMAGE OR REPAIR.**

**CUSTOMER'S OBLIGATIONS TO MAINTAIN LIMITED (RETREATMENT) SERVICE:** Customer agrees to maintain the treated structure free from the conditions conducive and in accordance with the terms of the paragraph above. Failure to do so will void the Limited (Retreatment) Service. Customer is required to identify and correct, at Customer's expense, all conditions conducive identified at the structure occurring after the execution of this Agreement. This responsibility rests exclusively with Customer, not with Orkin. Customer agrees not to remove, tamper with, or cover the bait stations. Customer shall make the premises and structure available to Orkin for inspections and treatments, either liquid or bait, as Orkin deems necessary, which may include the removal of floor covering, wall covering and fixtures. Failure to honor the requirements to maintain the structure or to allow Orkin access for inspections or treatments, as appropriate, will void the Limited (Retreatment) Service.

**PAYMENTS:** The initial payment covers the installation of the bait stations and the first year's monitoring service, and is due at the time the initial service is performed. After the first year, a fee will be assessed on an annual basis. By payment of the Annual Fee, this Agreement may be renewed from year to year for a period that shall not exceed five (5) years from the date of the initial installation. As long as Customer keeps the Annual Fee current, Orkin will monitor Customer's structure and maintain the Service under this Agreement.

**ANNUAL FEE PRICE PROTECTION:** In order to maintain this Agreement and the Service, Customer shall pay an Annual Fee. The Annual Fee for year two (2) of the Agreement will be \$ 299.00 , plus tax where applicable. Thereafter, for the five (5) year Service period, Orkin shall have the right to increase the Annual Fee by an amount not to exceed ten percent (10%). If Orkin does not increase the Annual Fee in any one or more years, at any subsequent increase Orkin may cumulatively include any amount it would have been permitted to increase in that prior year or period of years.

**REINSPECTION:** Orkin shall reinspect the treated structure as deemed necessary by Orkin or requested by Customer. Annual inspection will be made by Orkin if required by applicable State law or regulations.

**LIMITATION OF LIABILITY:** Customer acknowledges that Orkin is performing a service and waives any claims for personal or property damages related to the service Orkin performs, except for any damage to the structure caused by Orkin in the performance of its services. Customer agrees that Orkin shall not be responsible for any damage to the premises while treating the structure, including any damage to shrubs, trees or plants. When performing the treatment, it may be necessary for Customer to remove floor coverings, floors, excavate crawl spaces and provide access to walls, ceilings or floors. Customer shall be responsible for the cost of dismantling and reconstructing any item that is required to provide adequate access for treatment. Customer expressly waives any claim in any lawsuit, arbitration or legal proceeding against Orkin for breach of Agreement, negligence, other tort, or violation of any statute, rule or regulation, for loss of use, diminution of value, business interruption, economic, compensatory, or incidental or consequential damages of any kind, or any exemplary, treble, liquidated or any type of punitive damages. Customer agrees that under no circumstances shall Orkin be liable for any amount greater than the amount paid by the Customer to Orkin for the termite service to be performed, except for any damage to the structure caused by Orkin in the performance of its services.

**MONEY BACK GUARANTEE: ORKIN GUARANTEES THAT IF CUSTOMER IS NOT COMPLETELY SATISFIED WITH ORKIN'S TREATMENT FOR SUBTERRANEAN TERMITES, ORKIN WILL REFUND CUSTOMER'S INITIAL TREATMENT CHARGE AND ANY PREPAID FEES IF CUSTOMER CONTACTS ORKIN IN WRITING WITHIN 30 DAYS AFTER CUSTOMER'S INITIAL TREATMENT, AND ORKIN FAILS TO RESOLVE CUSTOMER'S PROBLEM WITHIN 30 DAYS AFTER RECEIVING IT. A REFUND BY ORKIN OF CUSTOMER'S INITIAL TREATMENT CHARGE AND ANY PREPAID FEES WILL RESULT IN CANCELLATION OF THIS TERMITE AGREEMENT AND GUARANTEE.**

**I HAVE READ THE FRONT AND BACK OF THIS AGREEMENT AND AGREE TO ITS TERMS.**

Shelton Public School 7/22/25  
 Customer Date  
210 9th St  
 Street Address (Treated Premises)  
Shelton Nebraska 68876  
 City State Zip Code  
(308) 440-3662 (308) 440-3662  
 Home Phone Work Phone  
 County Name \_\_\_\_\_ Is this within the City Limits?  Yes  No

|  |                    |
|--|--------------------|
| 1. Service Purchased:                              |                    |
| a. Initial Treatment and Monitoring Cost . . . . . | \$ <u>1,904.00</u> |
| b. Additional Annual Fee . . . . .                 | \$ <u>0.00</u>     |
| Subtotal (sum a + b) . . . . .                     | \$ <u>1,904.00</u> |
| 2. Other Items:                                    |                    |
| a. Sales Taxes . . . . .                           | \$ <u>0.00</u>     |
| b. Other Fees . . . . .                            | \$ _____           |
| Subtotal (sum a + b) . . . . .                     | \$ <u>0</u>        |
| 3. TOTAL: Price (sum 1 + 2) . . . . .              | \$ <u>1,904.00</u> |
| 4. LESS: Down Payment . . . . .                    | (\$ <u>0.00</u> )  |
| 5. Unpaid Balance (3 minus 4) . . . . .            | \$ <u>1,904.00</u> |

Billing Name (if different)  
PO Box 610  
 Billing Address (if different)  
Shelton Nebraska 68876  
 City State Zip Code  
 Type of structure to be treated 2 storage buildings by football field

METHOD OF PAYMENT:  FINANCED - See Separate Finance Agreement  
 CASH  
 CHECK # \_\_\_\_\_  
 PAYMENT OPTION FORM -  
 Unpaid Balance Must Be Financed or Due Upon Completion

Aaron Moderow 6970249  
 Inspector Name (PRINT) Employee ID # or Certification #  
(308) 850-1937  
 Branch Telephone Number  
 THIS AGREEMENT IS NOT VALID UNTIL APPROVED BY THE BRANCH MANAGER  
 \_\_\_\_\_ 7/22/25  
 Branch Manager's Signature Date

2710 N Diers Ave  
 Branch Street Address  
Grand Island Ne 68803  
 City State Zip Code  
 \_\_\_\_\_ 7/22/25  
 Customer's Signature Date

**LIMITED ASSIGNABILITY:** This Agreement is assignable as a **retreat only** Agreement to the new owner of the property under the following conditions: (a) the new owner presents the Orkin branch office written notice requesting that the Agreement be assigned; (b) Orkin conducts an inspection of the property, the results of which are satisfactory to Orkin; (c) Orkin consents in writing to the assignment of the Agreement; and (d) the new owner pays a transfer fee.

**CHEMICAL INFORMATION WARNING:** Virtually all pesticides have some odor which may be present for a period of time after application. If you or any member of your household believes you have a sensitivity to chemical odor or chemicals, Orkin recommends that you not have an initial or a subsequent service performed at your premises until you have consulted with your family physician. At your request, Orkin will provide information about the chemicals to be used in treating the premises.

**ENTIRE AGREEMENT:** This Agreement and the attached Treatment Report shall be the entire Agreement between Customer and Orkin. No other agreements, understandings or representations, whether written or oral, with respect to the Agreement shall be binding as they shall be merged into and superseded by this Agreement. Customer warrants and acknowledges that Customer has not relied on or been induced by any other agreements, understandings or representations, whether written or oral, in signing this Agreement. The terms of the Agreement stated herein may not be amended or altered unless a written change is approved and signed by a Corporate Officer of Orkin. No other employees or agents of Orkin have authority to amend or alter any part of this Agreement. If any provision or portion thereof, of this Agreement is found to be invalid or unenforceable, it shall not affect the validity or enforceability of any other part of this Agreement.

**FORCE MAJEURE (Circumstances beyond Orkin's control):** Orkin's obligations under this Agreement shall be cancelled if Orkin can not perform its responsibilities due to Acts of God, including, earthquakes, storms, fires and floods, or because of a material change in circumstances including, but not limited to, acts of war, inaccessibility of the property, strikes, unavailability of termiticide, baits or other supplies from ordinary sources.

**TERMINATION BY ORKIN:** Orkin may terminate this Agreement, without notice, if the obligations set forth in this Agreement are not met by Customer, or in the event of a change in state or federal law or regulation that materially affects Orkin's obligations under this Agreement.

**I HAVE READ THE FRONT AND BACK OF THIS AGREEMENT AND AGREE TO ITS TERMS.**

\_\_\_\_\_  
BRANCH MANAGER'S INITIALS

\_\_\_\_\_  
CUSTOMER'S INITIALS

**Service Agreement for  
Treatment Using  
with**

District: \_\_\_\_\_ District License: \_\_\_\_\_

Colleague: \_\_\_\_\_ Colleague License N°: \_\_\_\_\_ Employee ID N°: \_\_\_\_\_ Date: \_\_\_\_\_

| Service Location                    | Use same for Invoice Information | Existing Worksite ID:                      |
|-------------------------------------|----------------------------------|--|
| Customer Name: _____                |                                  | Contact Person: _____                      |
| Address: _____                      |                                  | Email: _____                               |
| City: _____ State: _____ Zip: _____ |                                  | Tax Exempt: _____ If Yes, Tax ID N°: _____ |
| Telephone: _____                    |                                  | SIC Code: _____                            |

**Service Recommendation & Description**

This service is for  
Based on inspection findings, proposed service for your property is:

Product(s):

Service Areas:

Location of Notice of Service:

Treatment under this Agreement is aimed at reducing the potential for termite activity. Degree and speed of population reduction may be influenced by weather, species, size, and number of colonies associated with the Service Area; construction type; accessibility; competition for food sources and other conditions in or around the Service Areas. The Warranty will be effective upon completion of the service described. The Company will reinspect the Service Areas upon the request of the customer. In accordance with state regulations, the Company reserves the right to periodically reinspect the Service Areas at any time (during normal business hours) during the effective term of the agreement.

**Special Notes or Additional Terms of Service**

**ATTACHED TERMS AND CONDITIONS, RELATED DIAGRAMS, SPECIFICATION SHEETS, ADDENDUM AND/OR PROPOSALS ARE INTEGRAL PARTS OF THIS AGREEMENT.**

**Annual Renewal**

Service will be provided, and the specifically agreed-to Service and Warranty will be in effect, for twelve months from the date of treatment, or for as long as extended by prepaid renewals. After this period, Service and Warranty may be renewed by the Customer, on an annual basis, by payment of the Annual Renewal Fee. The Annual Renewal Fee is due and payable in full, on or before the anniversary date. Failure to pay such Annual Renewal Fee shall void this Agreement without privilege of reinstatement. The Annual Renewal Fee may be adjusted after the first anniversary date or at the end of the prepaid renewal periods specified on this agreement, by providing notice to the Customer.

**Transferability**

This Agreement is transferable to a subsequent owner and all provisions of this Agreement will pass to the new owner, upon written request of notice, within 30 days of transfer, a transfer fee, and acceptance of such by the Company. Prior to selling the property, it is the sole responsibility of the existing customer to provide the new owner with this Agreement and documents pertaining to the termite treatment.

**Continuity of Service (applicable to Bait System only)**

When Service specifies use of a System, if the Company, for any reason, ceases to use the System, the Company will so notify the Customer and offer one of the following:

- a. If the Customer and Company agree on the use of an alternative form of prevention, a new agreement may be entered into and the Customer shall receive credit for any unearned payments; or
- b. If the Customer or the Company elects to discontinue the Agreement, the Customer shall receive a refund for any unearned payments.

**Billing Information**

**Pricing**

**1. Service Purchased**

- a) Installation/initial corrective treatment and first year of protection \_\_\_\_\_
- b) Minus adjustments \_\_\_\_\_

Initial/Corrective target service date: \_\_\_\_\_

**Subtotal ( a - b)** \_\_\_\_\_

Service & Warranty may be renewed on an annual basis by paying the Annual Renewal Fee, which is due on or before the 1st Renewal Date of this Agreement.

Renewal date: \_\_\_\_\_

**2. Other Items**

Applicable special fees (SPCC, etc.) \_\_\_\_\_

**3. Total price (1 + 2)** \_\_\_\_\_

**4. Less down payment** \_\_\_\_\_

**Unpaid Balance (3 - 4)** \_\_\_\_\_

Prices do not include any applicable taxes.

Total balance due must be paid upon completion of initial service.

Payment method: \_\_\_\_\_

**Invoice To**

**Existing Customer ID:**

|                                     |                       |
|-------------------------------------|-----------------------|
| Customer Name: _____                | Contact Person: _____ |
| Address: _____                      | Email: _____          |
| City: _____ State: _____ Zip: _____ | A/P Contact: _____    |
| Telephone: _____                    | A/P Phone: _____      |

**Acceptance of Agreement**

**ATTACHED TERMS AND CONDITIONS, RELATED DIAGRAMS, SPECIFICATION SHEETS, ADDENDUM AND/OR PROPOSALS ARE INTEGRAL PARTS OF THIS AGREEMENT.**

Please read accompanying Terms and Conditions for Payment specifications. If Customer selects an automatic payment method, Customer authorizes Company to automatically debit Customer's checking account or credit card, as provided to Company by Customer, in an amount equal to any recurring service charges due to Company under this Agreement within five (5) days of the date such charge becomes due. This authorization will remain in effect until the fifth business day following the Company's receipt from Customer of a written notice to cancel such authorization. Customer understands that cancellation of this authorization does not cancel Customer's obligations under this Agreement. **Prices do not include any applicable taxes.**

**By signing below, Customer hereby accepts, in their entirety, the above quotations, as well as the accompanying Terms and Conditions, including the Term enabling Company, in its sole discretion, to subcontract or delegate any of its duties or obligations under this Agreement.**

Rentokil North America d/b/a

Customer/Company:

\_\_\_\_\_  
 Representative Printed Name

\_\_\_\_\_  
 Title

\_\_\_\_\_  
 Date

*Ty Phelps*  
 Signature

\_\_\_\_\_  
 Customer Representative Printed Name

\_\_\_\_\_  
 Title

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Signature

**THIS SERVICE AGREEMENT SHALL BE SUBJECT TO THE FOLLOWING TERMS AND CONDITIONS:**

**Agreement.** "Customer" and Rentokil North America, Inc. d/b/a Services and Plan indicated on this agreement (hereinafter collectively referred to as "Agreement").

("Company") agree to the following terms and conditions in connection with the

**Standard of Care.** Company will use its professional expertise to determine the products and services appropriate for treatment, and will follow all label and legal requirements. All reasonable care will be used in installing and maintaining the specified services. Company hereby affirmatively disclaims any liability for damage or injury caused by the use of any materials in accordance with the manufacturer label directions. Reasonable care will be taken in applying the treatment, however, the nature of the work is such that Company cannot be responsible for the safety of domestic animals, stains, discolorations, or other damages, except those directly caused by willful negligence on the part of the Company. If for whatever reason, the Customer is dissatisfied with the initial service/treatment provided by Company, the Customer will provide reasonable written notice to the branch address above AND allow the Company a period of up to 45 days to remedy the problem after receiving it. If the problem cannot be remedied to the Customer's satisfaction, a refund by Company of Customer's initial treatment and any prepaid fees will be sent to Customer; this will also result in cancellation of this agreement.

**Customer Responsibilities.** Effective service requires the cooperation of the Customer. The Customer, therefore, warrants full cooperation with Company during the lifetime of this Agreement. Customer agrees to maintain premises free from any factor or condition conducive to identified issues and services and following instructions provided. This cooperation includes, but is not limited to, not adding chemicals or self-treating in ways that are not part of Service and maintaining Service Areas and the immediate surroundings (minimum of 18") free of factors which may be conducive to termite activity. Factors which may favor termite activity include, but are not limited to: rigid foam insulation; spray foam insulations; wood-to-soil contact (structural members, firewood, landscaping timbers, fence posts, steps, porches, decks, scrap or cellulose debris); structural wood support elements resting on foundation below exterior soil grade; wood rot or moisture conditions; faulty grade and improperly channeled rain water; plumbing, roof leaks and high water table; insufficient ventilation; and lack of proper crawl space clearance (less than 18") or lack of proper exterior foundation clearance (less than 6"). Should any of these conditions exist, corrective measures should be taken by the Customer at their own expense to minimize them. Any damage warranty specified in the Agreement will be voided should the presence of pests or issue be associated with conditions arising from Customer's non-cooperation. Unless prohibited by law, the Company's failure to alert the Customer to any negative conditions does not alter the Customer's responsibility. If Customer is unable to comply with preparation or maintenance requirements, the Company will make determination on site if service can be completed or rescheduled; additional fees may be applied.

If the Customer or other occupants of the structure(s), believe they are or may be sensitive to products being used or their odors, or if the Customer or other occupants have consulted with a medical doctor or other healthcare provider, regarding such sensitivity, the Customer must notify Company in writing, in advance of treatment of the structure(s). Company assumes no liability should Customer fail to warn Company of these sensitivities. Company reserves the right, upon receipt of such notification, to deny or terminate services. Any arrangements, costs or inconvenience resulting from the need to evacuate occupants, or other precautions deemed necessary, shall be the sole responsibility of the Customer.

The Customer agrees to give Company complete or reasonable access during normal business hours to all areas, as may be required to enable effective service and maintenance, including individual units of multi-unit residential structures and electrical outlets, if needed. Prior to any services provided, it is the Customer's sole responsibility to divulge all information regarding the type and location of hidden crawl spaces, air ducts, wells, cisterns, concealed pipes or cables, high water tables, lakes, springs or ponds near the service area, or any other conditions that could present a risk that treatment could cause damage to property or contamination of the environment.

**Modification.** Any deviation from the requirements outlined that involve extra cost of material and labor will result in extra charges. If conditions require Company to use specialized equipment or products to control the problem(s), Company shall advise the Customer of the additional costs. Due to safety concerns and regulations, Company may be required to use fall protection when Service involves working on the roof of a structure. Fall protection safety equipment includes a number of devices and may include roof anchors, of which Customer will be advised. Some roof anchors are designed to be left on the roof; others are to be removed. If Customer prefers to have anchors removed, this should be discussed with the sales representative before service is performed.

This Agreement covers only the Service Areas identified, as they existed on the date of the initial inspection. The Customer will notify the Company, in writing, prior to

- a. the Service Areas being structurally modified, altered or otherwise changed, or
- b. soil being removed or added around the foundation.

Failure to correct or notify the Company of these events may void this Agreement.

Any modifications, alterations, or preparations to the structure(s) that are deemed necessary by Company in preparation for any treatments under this agreement, including, but not limited to, sealing of foundation walls, removal of wall or floor coverings, correction of moisture problems, excavation for access or sealing of ducts, repositioning of utility lines or relocation of wells shall be the sole responsibility of the Customer. In the event that Customer installs spray foam insulation in crawl spaces and/or attics, or encapsulates the crawl space, thereby rendering these areas inaccessible to inspection and/or treatment, this Contract becomes non-renewable at the discretion of Company. The Company will not be held liable for any damages arising from, or related to, infestations that result due to the inability to inspect areas of the property due to spray foam insulation in crawl spaces and/or attics or encapsulation of crawl spaces. It is the Customer's duty to inform Company of any spray foam insulation installations and/or crawl space encapsulations prior to such work being performed.

**Moisture, Mold and Mildew.** Moisture is a condition found in varying degrees in most structures. Moisture conditions in and around structures can be conducive to a variety of pests and wood destroying insects. Moisture conditions can also provide an environment favorable to the growth of mold, mildew and other fungi. It is the Customer's sole responsibility to direct questions concerning the presence or dispersal of mold, mildew, mold spores or fungi; health-related issues; or indoor air quality to qualified professionals. Company does not possess the knowledge or expertise to identify mold, mildew or fungi that may lower air quality or be injurious to health, nor does it possess the knowledge or expertise to give opinion or recommendation regarding exposure to, or effective remediation of mold, mildew or other fungi (including decay or non-decay) as they might relate to air quality or health related risks. However, Company may provide services to control wood decaying fungi and high moisture conditions in crawl spaces. Company is not responsible for personal injury or property damage resulting from the presence, disruption or dispersal of mold, mold spores, mildew or fungi, even if Company inadvertently causes such disruption or dispersal by its inspection or treatment of pest-related problems. Customer waives and releases Company from any claim or injuries related to mold, mildew or fungal growth.

**Warranty.**

**Right to Subcontract.** Company, in its sole discretion, may subcontract or delegate to an affiliate or third party any of its duties and obligations hereunder.

**Ownership and Replacement of Equipment.** All equipment, devices and components are property of and/or remain property of or under the control of the Company. Company will replace rental devices and components as required, except for those items lost or damaged due to Customer's neglect, in which event, the Customer will be responsible for replacement cost. Company will be granted access to the Customer's location to recover equipment, devices and components at the expiration of this Agreement, or at any time an amount due from the Customer to Company is more than sixty (60) days beyond due date.

**Force Majeure.** Company shall not be liable for any delay or failure in performing the services due to any cause beyond its reasonable control.

**Insurance.** Public liability and property damage insurance against injury to members of the public from accidents that may arise from operations will be carried by Company, and evidence of insurance will be issued to the Customer upon request. Georgia Customers, please note: The Georgia Structural Pest Control Act requires all pest control companies to maintain insurance coverage. Information about this coverage is available from this pest control Company.

**Limitation of Liability.** Except for the specific retreatment and repair Warranty provided above, the Customer agrees that the work provided under this Agreement is not to be construed as Insurance, or as a covenant, guarantee, warranty, or promise of any kind that the Customer is in compliance with any legal guidelines or requirements. Company disclaims any liability or responsibility regarding the practices and operations of the Customer, and bears no responsibility or liability for whether the Customer carries out the recommendations made by Company, and in no event will the Company be liable for consequential, indirect or economic damages. The Customer shall indemnify and hold Company harmless from and against all claims, demands, liabilities, obligations and attorneys' fees or costs brought by any third parties, arising out of, or related to this Agreement, or by failure of the Customer to act in accordance with any requirements in connection with the Services. Company will be responsible for only those damages, claims, causes of action, injuries or legal costs caused by its own direct negligence or misconduct, but then only to an amount not to exceed the annual fees charged under this Agreement, except to the extent specifically set forth above in Warranty provision.

**Choice of Law.** Any and all disputes, claims or lawsuits related to this Agreement or to the services shall be determined in accordance with the laws of the Commonwealth of Pennsylvania.

**Class Action Waiver.** Where permitted under the applicable law, Customer and Company agree that each may bring claims against the other only in each Party's individual capacity and not as a plaintiff or class member in any purported class or representative action. Unless Customer and Company both agree, no action, or court of law, may consolidate more than one person's claims or otherwise preside over any form of a representative or class proceeding.

**Mandatory Arbitration.** Claims, disputes and other matters in question between the parties to this agreement, arising out of or relating to the agreement or warranty, shall be submitted to arbitration by a single, neutral arbitrator.

**Intellectual Property.** Except as expressly set forth herein, between Company and Customer, each is and shall remain the owner of all Intellectual Property that it owns or controls as of the Effective Date, or that it develops or acquires thereafter. This shall be binding upon all successors of the Customer's business.

**Data Security.** Company may provide Customer with access to Company's online and digital tools to store service reports and visit history, or other applications that may be developed, to give Customers access to their pest management information, if applicable to the Services in this Agreement. While Company follows standard procedures to secure systems and Customer data, including securing online tools and applications through the use of hashed passwords, HTTPS encryption and a secure data center, Customer confirms and acknowledges that:

- a. Company and/or any of its subsidiaries are not responsible for the integrity or confidentiality of Customer's access credentials. Customers are encouraged to take precautions to secure login ID's and passwords.
- b. All usage rights to Company's online or digital tools are immediately discontinued upon the Customer's termination of the Service Agreement.
- c. The Customer agrees to indemnify, defend, and hold Company harmless from any claims arising out of, or connected or associated with the use of Company's online and digital tools, including but not limited to, any claims arising from internet hacking.
- d. This agreement shall be binding upon all successors of the Customer's business.

Refer to Legal Statements and Privacy Policies as posted on online tool Web Sites for additional information.

**Third Party and Marketing Disclosure.** The Customer agrees to permit Company to use the Customer's name and contact information for sharing with Company's business partners. Company will never sell this data. It is to be used to improve the Customer's experience with Company. Additionally, unless Customer notifies Company otherwise or opts out, Customer agrees to and accepts the receipt of periodic marketing and sales information relating to Company's service offerings.

**Anti-Bribery and Anti-Corruption.** Each party represents that neither it nor anyone acting on its behalf has offered, given, requested or accepted any undue financial or other advantage of any kind in entering into this Agreement, and that it will comply with applicable laws and regulations pertaining to corruption, competition and bribery in carrying out the terms and conditions of this Agreement.

**Term.** Agreement will be in effect for twelve months from the date of treatment, or for as long as extended by prepaid renewals. After this period, the Service and Warranty will then automatically renew for successive one-year terms, unless either party provides the other with written notice before the expiration of a term then in effect. Renewal of termite coverage for liquid treatment programs may be limited to ten (10) years, after which retreatment may be necessary.

**Termination. Annual Renewal Fees and Pre-Paid Renewal(s) are non-refundable. This agreement is transferable to a subsequent owner of the property, in accordance with the terms and conditions of This Agreement.** As contract nears expiration of a term, Agreements may be terminated by either party with 30 days written notice, providing all accounts are current. Any pre-paid annual fees are non-refundable, however, the Service and Warranty are transferrable to the subsequent owner of the property. In cases of Customer nonpayment or entering bankruptcy or insolvency per the Bankruptcy Code, Company reserves the right to terminate the Agreement upon immediate written notification.

**Pricing.** The initial price for services is set forth in the specifications of this Agreement. Company reserves the right to annually increase the amount charged for the services, which shall be communicated by written notice to Customer, which notice may be by invoice.

**Payment.** Introductory Service Fees are due upon completion of the service, unless another payment plan is selected on the Agreement. Other corrective service, rental and/or equipment/product fees will be invoiced upon completion/delivery. Subsequent services will be invoiced in accordance with the Agreement and payment plan selected by Customer. If a service date has been mutually agreed upon by Company and the Customer, it will be the Customer's responsibility to pay for service if Company has attempted to render service at the Customer's property. Payments for services are due within thirty (30) days from the date of each invoice. Customer agrees to remit payment in one of the acceptable forms of payment detailed in the Agreement or invoice. In the event full payment is not made within thirty (30) days after invoicing, a finance charge per month will be added to the unpaid balance, up to the maximum allowed by law. Late fee charges may also be applied. Additionally, the Customer is responsible for all collection costs, including reasonable attorneys' fees, for any invoices not paid by the due date. Any check returned for any reason, will result in a fee in the amount charged by Company's bank. All service warranties under this Agreement will be voided should any payment due exceed sixty (60) days. Should it become necessary to temporarily discontinue a periodic service due to causes beyond the Company's control, it is agreed that the periodic payments due under this agreement will be suspended until service is resumed, and that such temporary discontinuation of service will, in no way, breach this agreement. After the term of pre-paid Renewals, subsequent Annual Renewal Fees are due and payable in full, on or before anniversary date. Failure to renew and complete payment shall void this Agreement without privilege of reinstatement. The Annual Renewal Fee may be adjusted after the first anniversary date or at the end of the prepaid renewal periods specified on this agreement, by providing notice to the Customer.

**Fuel/Transportation Surcharge.** Like many other companies that are impacted by the price of gasoline, a rise in gasoline prices may necessitate a fuel surcharge. As such, the Company reserves the right to add a fuel surcharge to Customer's invoice for any increase in the cost of fuel as measured above the same time period in the prior year (by the National U.S. Average Motor Gasoline-Regular Fuel Price per Gallon Index reported by the U.S. Department of Energy). The surcharge may be adjusted monthly (up or down) with the price of gasoline.

# *Energy Financing Contract for Facility Improvement Solutions*

**Shelton Public Schools  
Preliminary Audit Report**





**Introduction**

As part of an Energy Financing Contract, Facility Advocates will undertake data collection, system evaluation and analysis of available options to compile an inventory of Energy Conservation Measures, which meet agreed technical and budget criteria. The results of this process can aid Shelton Public Schools in developing a plan for facility improvement measures, capital expenditures, annual operating budget expenditures and a long-term maintenance program for its facility.



A System is defined this way: A System is a set of interacting or independent entities forming an integrated whole. A building is a combination of systems having many parts, designed by different disciplines including:

**Civil Engineering**

- Site Utilities
- Site Scaping

**Structural Engineering**

- Foundation
- Frame

**Architectural**

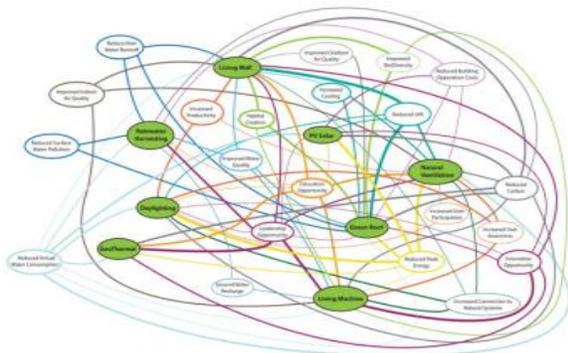
- Roof and Roofing
- Skin or Envelope
- Wall and Partitions
- Doors, Frames and Hardware
- Transportation Systems
- Finishes

**Mechanical Engineering**

- HVAC
- Fire Protection
- ADA Requirements
- Plumbing

**Electrical Engineering**

- Power
- Signal Systems
- Lighting





### Introduction (continued)

Facility Advocates has worked with many Nebraska School Districts and supplied Preliminary Audit Reports on hundreds of buildings. The evaluation of a building falls into the following major categories:

#### Building Information

- Conditioned floor area
- Occupancy Schedules
- Utility service
- Summary of systems

#### Building Envelope

- U-factors of wall, roof, floors
- Window and door types
- Roof condition and type

#### Central Plant – Cooling

- Chiller type/capacity
- Chilled-water flow
- Pumping capacities and sequence

#### Central Plant – Heating

- Boiler type/capacity
- Heating-water flow
- Pumping capacities and sequence

#### Unitary Heating and Cooling

- Equipment type/capacity
- Equipment efficiency

#### Air Handling

- Inventory of equipment/type
- Supply airflow
- Heating/cooling capacity
- Ventilation/exhaust rates

#### Controls

- Trending capability
- Controlled points/equipment/zone
- Controls (e.g., photocells, occupancy sensors, manual switching, timers)

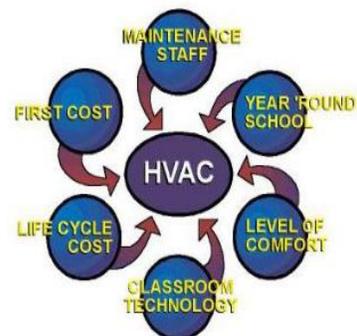
#### Lighting

- Inventory of equipment/type
- Record of existing lighting levels

#### Domestic Water

- System type
- Storage capacity/Recovery rate

Many of these systems are interconnected and interact with other systems (such as electrical and HVAC) and include subsystems (such as HVAC controls). The cost of energy and the current concerns about indoor air quality reinforce the need to ensure the building systems run in conformity with the requirements of the design specifications



August 26, 2025

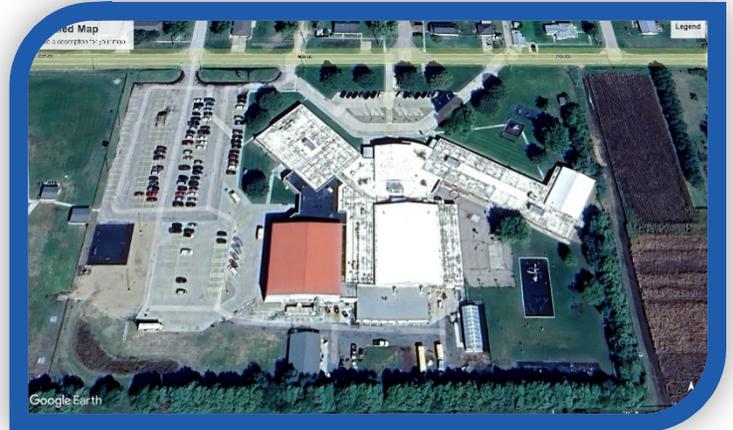




## Building Information

Shelton Public Schools consists of a PK-12 School built in 1966. Additions were added in 2000 and 2015. The size of the facility is approximately 100,000 square feet.

Nebraska Public Power District serves the building with electricity. Black Hills Energy supplies Natural Gas.



The general condition and upkeep of the building is good. There are some noticeable areas of concern, but the Preliminary Audit Report is just a cursory review of components to find opportunities for improvement. The Detailed Study will allow for further review of Energy Conservation Measures.

### Exterior Environment

- There is not a Roof Replacement Plan in place, repairs are done as needed
- The insulation system has been compromised in several areas
- The building's mortar joints appear intact
- The building has several single pane windows
- Skylights have been abandoned in place
- Some windows and doors have been updated using newer Technology
- Exterior mapes panels need repair
- The building does not appear to have issues with rainwater control or site drainage
- Concrete flatwork repair needed in several areas
- West parking lot needs replacement
- Landscaping needs updating
- Playground upgrades

### Miscellaneous Building notes

- There is limited water saving technology in place
- Some locker-rooms have been remodeled including epoxy floors
- There are some tall urinals in place
- The Public Address System needs to be addressed
- Bleacher Repair
- Stage Curtains





### Interior Environment

- The newer sections have 2' x 2' suspended ceilings
- Most classrooms have 2' x 4' suspended ceilings and rolled carpeted floors and ceiling fans.
- Interior doors have ADA compliant doorknobs with a working hold open system
- We do not believe the building has lead paint, but asbestos may exist in flooring
- Hallways linoleum floors, suspended ceilings and troffer mounted lights
- Restrooms do not have exhaust air fans
- Restrooms do not use water saving technology
- Restroom stalls are non-ADA compliant
- The Locker Rooms are non-ADA compliant
- There is an operable chair lift in place
- The science room has some modern technology
- Restroom dividers need replacement

### Mechanical Systems

- The building uses multizone system for heating and Conditioning
- The building has mostly zone sensors thermostats with a Direct Digital Control system
- New hot water boilers have been installed
- The kitchen dishwasher does not have an exhaust system
- The building has a water softening system
- The weightroom has a new HVAC System
- The building does have fire sprinklers
- The building has 2 water mains

### Electrical and Service Systems

- The electrical system includes both single and three phase power 120/277 3-phase power with one delivery point
- The electrical distribution system consists of outdated Frank Adams components
- About 50% of older T-8 lighting and electronic ballasts have been upgraded to newer LED Technology with motion sensors
- There are high intensity discharge lights in the Old Gym
- The building has an operational emergency lighting system
- There are security cameras in place around the Facility
- The building has an updated fire alarm system and smoke detectors, bells and strobes and pull boxes
- There is a school wide bell system that needs replacement
- The exit signs have been upgraded to LED
- Exterior lighting should be upgraded
- Handicap door actuators need attention





### Building Information (continued)



LED Lighting



Security Camera



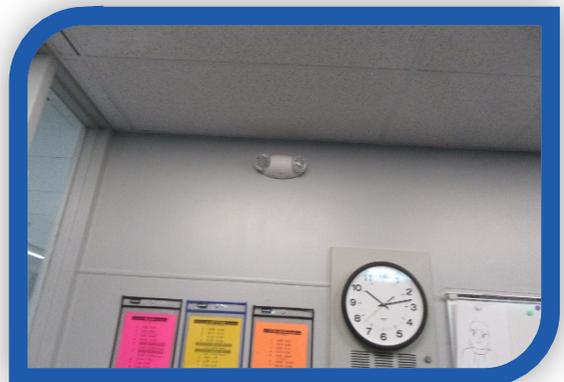
Fire Alarm Bell & Strobe



ADA Doorknob



Obsolete Electrical Panel



Emergency Lighting





Building Information (continued)



Multizone Return Air



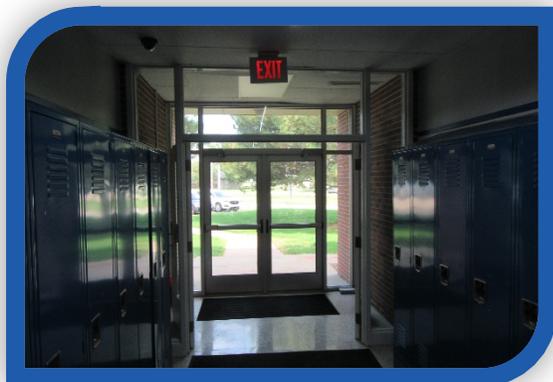
9" x 9" Asbestos Tiles



Original Window System



Zone Temperature Sensor



Original Door System



Fire Alarm Pull Station





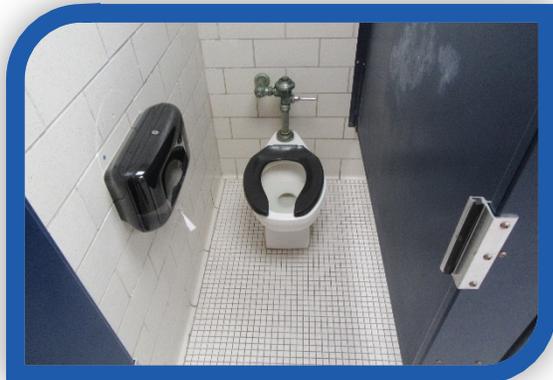
Building Information (continued)



Entrance Flatwork



Natural Gas Meter



Original Restroom



Fire Sprinkler



Water Main to Building



Kitchen Hood





### Building Information (continued)



Remodeled Locker Room



Hot Water Boiler



Domestic Hot Water Heater



New Exterior Door



Public Address System

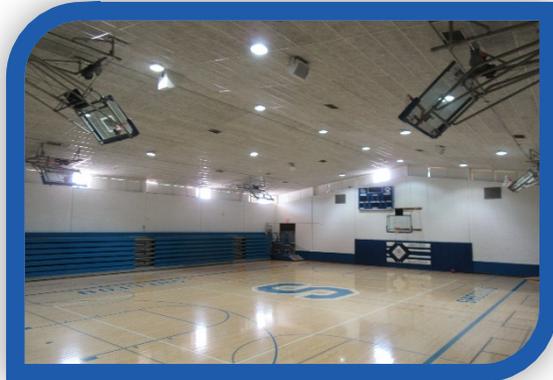


High Bay LED Lighting System





### Building Information (continued)



Gym Windows



Electric Meter



Lighting Motion Sensor



High Intensity Discharge Lights



Classroom Door Hold Open



Handicap Chair Lift





## Technical Parameters

After our preliminary meeting and initial walkthrough of the facility we focused on the energy savings and occupant comfort opportunities within the building.

### Building Envelope

- Develop a roof plan to extend the life of the existing system
- Continue window and door replacement plan
- Modify the insulation in the building to improve efficiency and comfort

### HVAC System Plan

- Develop a HVAC replacement plan to address aging equipment that has reached the end of its useful life
- Develop a Building Automation Plan to address removing the stand-alone controls
- Evaluate the Fresh Air and Exhaust Air Systems to meet ASHRAE Standards

### Electrical System Plan

- Continuing LED upgrade of fluorescent lighting technology
- Modify Electrical System as necessary

### Building Code Compliance Plan

- Building
- Electrical
- Fire
- Indoor Air Quality (IAQ)
- Energy
- ADA
- Asbestos Remediation (Schools Responsibility)

### Preliminary Scope of Work

- ❖ Focus on updating the 1960's area of the building
  - Start with the Building Envelope and ensure the roof has 20 years of useful life
  - Update Windows and Doors
  - Insulate the Area to 2025 Standards
  - Update the Buildings Heating, Ventilation and Air Conditioning (HVAC) System
  - Ensure all Electrical and Service Systems are up to date
  - Install new 2'/2' Suspended Ceiling and LED Lighting
  - Install new Carpet Tile and Baseboard





## Recommend Solutions

Thank you for allowing Facility Advocates the opportunity to earn your business. Our Energy Services Team is dedicated to serving the K-12 Public School market in Nebraska. By selecting Facility Advocates as your Energy Services (ESCO) Partner, you are engaging a team with a proven record of accomplishment, with over 30 Nebraska Public School Projects across the state.

An Energy Financing Contract is the preferred purchasing model, used for facility improvement, for many Nebraska School Districts because it is flexible, manageable, and School District specific, and you, as the customer, control the process.

As your ESCO partner, Facility Advocates will sit across the table, working side by side with you to provide the information that you need to make good decisions that are in the best interest of the District. By answering the question “what would we do if it were our building?” We bring a wealth of experience to produce the best possible outcome. The goal is to develop a plan that does the right thing, in the right order, using the right technology that meets your needs.

The premise of our recommended solution is that Shelton Public Schools is committed to providing its students with a positive learning environment for the next twenty plus years.

**Given these criteria**, the Scope of Work centers around changing and upgrading the various Systems serving the building, with a special emphasis on meeting or exceeding 2025 code requirements.

## Financial Parameters

The estimated budget for the above Scopes of Work is developed in the Detail Report Phase. Matching the technical and financial parameters is the main emphasis of the detailed study, which we supply at no cost to earn your business.

The addition of a Fiscal Agent will supply financial options for funding that include QCPUF bonds, Construction Bonds and Lease Purchasing equipment, so monies are available to implement this project. Annual energy savings will be calculated after final direction on the Scope of Work is determined.





## Energy Financing Contract Process

### Steps Required

### Projected Dates

- I. INITIAL CONCEPTUAL PRESENTATIONS August 2025
  - Administration and/or School Board and/or Buildings and Grounds Committee
  
- II. PRELIMINARY AUDIT REPORT August 2025
  - Engineers Identify Energy Conservation Measures (ECM)
  - Review ECMs with Administration
  
- III. BUILDINGS AND GROUNDS COMMITTEE PRESENTATION September 2025
  - Solicit Request for Qualifications (RFQ) responses in local paper
  - RFQ document released
  
- IV. EVALUATION OF RFQ RESPONSES October 2025
  - School Board and/or Buildings and Grounds Committee evaluate proposals
  - Shelton Public Schools Issues Letter of Intent to (ESCO) Partner
  
- V. IN-DEPTH STUDY November 2025
  - Technical Parameters
  - Financial Parameters
  
- VI. VERIFICATION OF PROJECTS November 2025
  - Third Party Review of Projects
  - Buildings and Grounds Committee Meeting to approve Projects
  
- VII. PROPOSAL PRESENTATION December 2025
  - School Board Approves Projects
  - Financial Resolution
  
- VIII. PROJECT IMPLEMENTATION Summer 2026

